

3040.23

**graduate school of education
northeastern university 1976-77**

Digitized by the Internet Archive
in 2011 with funding from
Boston Library Consortium Member Libraries

Northeastern University
102 The Fenway
Boston, Massachusetts 02115
Telephone (617) 437-2708

**graduate school of education
northeastern university 1976-77**



NEW ENGLAND
ASSOCIATION
OF SCHOOLS
AND COLLEGES
ACCREDITED MEMBER



contents

4	Campus Map
5	Academic Calendar
6	University Holidays
7	The Governing Boards and Offices of the University
7	The Northeastern University Corporation
9	Board of Trustees
10	Administrative Organization
13	General University Committees
14	Organization of the Graduate Schools
17	The University
19	Buildings and Facilities
23	The Graduate School of Education
23	General Regulations
29	Financial Information
29	Financial Obligations
30	Financial Aid
33	Faculty
37	Programs of the Graduate School of Education
37	Master of Education Degree
42	Teacher Certification Program
42	Certificate of Advanced Graduate Study
43	Doctor of Education Degree
46	Fields of Study
46	Professional Specializations
75	Teacher Certification Program
76	Advanced Graduate Study
84	Doctoral Program
86	Description of Courses
86	Foundations of Education
90	Curriculum and Instruction
97	Educational Administration
105	Counselor Education
110	Speech Pathology and Audiology
114	Rehabilitation Administration and Special Education
122	Institutes
123	Workshops
123	Interdepartmental Courses
124	Departmental Directory
125	Index

ACADEMIC CALENDAR 1976—1977

Fall Quarter 1976

Registration period		
Burlington	Tuesday—Wednesday	Sept. 14—15
Boston	Monday—Thursday	Sept. 20—23
Classes begin	Monday	Sept. 27
Examination period	Monday—Saturday	Dec. 13—18

Winter Quarter 1976—1977

Registration period		
Burlington	Tuesday	Nov. 30
Boston	Monday—Thursday	Dec. 6—9
Classes begin	Monday	Jan. 3
Examination period	Monday—Saturday	Mar. 21—26

Spring Quarter 1977

Registration period		
Burlington	Tuesday	Mar. 8
Boston	Monday—Thursday	Mar. 14—17
Classes begin	Monday	Apr. 4
Last day to file card for		
Spring Commencement	Friday	Apr. 1
Last day to pay fee for		
Spring Commencement	Friday	Apr. 29
Final grades due in Registrar's		
Office for June graduates	Friday	June 3
Examination period	Monday—Saturday	June 13—18
Spring Commencement	Sunday	June 19

Summer Quarter 1977

Registration period		
Burlington	Monday—Tuesday	June 13—14
Boston	Wednesday—Thursday	June 15—16
Classes begin	Monday	June 27
Last day to file card for		
Fall Commencement	Friday	July 1
Last day to pay fee for		
Fall Commencement	Monday	Aug. 1
Examination period	Wednesday—Thursday	Aug. 3—4

UNIVERSITY HOLIDAYS 1976—1977

Columbus Day	Monday	October 11
Veterans' Day	Thursday	November 11
Thanksgiving Recess	Thursday—Saturday	November 25—27
Christmas Vacation	Monday—Saturday	Dec. 20—Jan. 1
Martin Luther King Day	Saturday	January 15
Washington's Birthday	Monday	February 21
Patriot's Day	Monday	April 18
Memorial Day	Monday	May 30
Independence Day	Monday	July 4
Labor Day	Monday	September 5

Equal Opportunity Policy

Northeastern University is committed to a policy of providing equal opportunity for all. In all matters involving admissions, registration, and all official relationships with students, including evaluation of academic performance, the University insists on a policy of nondiscrimination. Northeastern University is also an equal opportunity employer; it is institutional policy that there shall not be any discrimination against any employee or applicant for employment because of race, color, religion, sex, age, national origin, or on the basis of being a handicapped but otherwise qualified individual. In addition, Northeastern takes affirmative action in the recruitment of students and employees.

the governing boards and officers of the university

THE CORPORATION

Julius Abrams
Charles F. Adams
Vernon R. Alden
William T. Alexander
William F. Allen, Jr.
O. Kelley Anderson
* Diana J. Auger

Allen G. Barry
Lincoln C. Bateson
Thomas P. Beal
* Roy H. Beaton
* F. Gregg Bemis
Beverly Ann Bendekgey
Robert D. Black
Gerald W. Blakeley, Jr.
Raymond H. Blanchard
S. Whitney Bradley
Rexford A. Bristol
Edward W. Brooke
* George R. Brown
Martin Brown
William L. Brown
William H. Bruce, Jr.
John L. Burns
Hyman H. Burstein
Victor C. Bynoe

* Louis W. Cabot
* Norman L. Cahners
Henry F. Callahan
Mrs. Anthony S. Camarota
(Dorothy Dodge)
Erwin D. Canham
Thomas E. Cargill, Jr.

* Richard P. Chapman
Theodore Chase
Robert F. Chick
Vessarios G. Chigas
Carl W. Christiansen
* David H. Cogan
Abram T. Collier
William A. Coolidge
Edward Creiger
H. James Crossan, Jr.

Roger C. Damon
* Edward Dana
William O. DiPietro
Alfred di Scipio
Estelle Dockser (Mrs.)
* William R. Driver, Jr.

* Carl S. Ell
* Byron K. Elliott
* William P. Ellison
Joseph A. Erickson
Robert Erickson

* Frank L. Farwell
* James V. Fetchero
Eldred L. Field
Joseph F. Ford

Thomas J. Galligan, Jr.
James M. Gavin
Lloyd S. Glidden, Jr.
Elliott M. Gordon
John L. Grandin
Don S. Greer

*Member of the Board of Trustees

* Donald B. Guy

Allan M. Hale
William Hellman

* Ernest Henderson III

James S. Herbert
Richard D. Hill
Charles E. Hodges

* Harold D. Hodgkinson

Robert W. Holmes
Harvey P. Hood
Hartwell G. Howe
John S. Howe
Howard M. Hubbard
Carl R. Hurtig

* Robert L. Johnson

* Henry C. Jones

George S. Kariotis

* Mrs. John B. Kenerson
(Frances Comins)

E. Douglas Kenna
Edward M. Kennedy
Fenton G. Keyes
Calvin A. King

* Asa S. Knowles

Harvey C. Krentzman

Joseph C. Lawler
Maurice Lazarus
Elma Lewis

* Kenneth A. Loftman

Edward A. Loring

* John Lowell

Ralph Lowell
Diane H. Lupean

* Lawrence H. Martin

* J. Edwin Matz

Peter H. McCormick
Percy M. McIntosh
Andrew J. McNeill
Dominic Meo, Jr.
William C. Mercer

*Member of the Board of Trustees

**Honorary Trustee

Mrs. Andrew H. Messer
(Melanie C. Berger)

Don G. Mitchell

* Harold A. Mock

Frank E. Morris

James A. Morris

William B. Moses, Jr.

** Stephen P. Mugar

William H. Nichols, Jr.

Mrs. James Nicholson

(Kathryn A. MacKinnon)

John T. Noonan

Bernard J. O'Keefe

Adrian O'Keefe

Harry Olins

George Olmsted, Jr.

Stanley C. Olsen

James H. Orr

Ara Oztemel

* Augustin H. Parker

Edward S. Parsons

* Amelia Peabody

Theodore R. Peary

Nicholas V. Petrou

* Thomas L. Phillips

Edward D. Phinney

Jerome M. Powell

Albert Pratt

Peter W. Princi

William J. Pruyn

George Putnam

Blanche M. Quaid

* Francis J. Quirico

William M. Rand

William H. Raye, Jr.

Kathleen M. Rice

* Joseph G. Riesman

R. Earl Roberson

Daniel J. Roberts

* Dwight P. Robinson, Jr.

Ralph B. Rogers
* Kenneth G. Ryder

Leverett Saltonstall
David T. Scott
Donald W. Seager
Sydney Shaftman
* James L. Shanahan
Philip A. Singleton
* Donald W. Smith
* Farnham W. Smith
* George A. Snell
Bernard Solomon
Robert C. Sprague
* Russell B. Stearns
* Earl P. Stevenson
David B. Stone
* Robert G. Stone

Lawrence I. Templeman
Charles H. Tenney II
Almore I. Thompson
Milton A. Thompson

* D. Thomas Trigg
* Chaplin Tyler

Samuel Wakeman
Martin F. Walsh
An Wang
Lloyd B. Waring
Edward A. Weeks
William C. White
* Robert H. Willis

Richard W. Young

Vincent C. Ziegler
* Alvin C. Zises

THE BOARD OF TRUSTEES

Robert H. Willis, *Chairman*
Norman L. Cahners, *Vice Chairman*
William R. Driver, Jr., *Vice Chairman*
Frank L. Farwell, *Vice Chairman*
Farnham W. Smith, *Vice Chairman*
D. Thomas Trigg, *Treasurer*
Philip C. Boyd, *Secretary*

Byron K. Elliott, *Honorary Chairman*
Dwight P. Robinson, Jr., *Honorary Vice Chairman*
Russell B. Stearns, *Honorary Vice Chairman*

Class of 1976

Diana J. Auger
George R. Brown
William R. Driver, Jr.
Harold D. Hodgkinson
Robert L. Johnson
Mrs. John B. Kenerson
(Frances Comins)
Amelia Peabody
Thomas L. Phillips
James L. Shanahan
Robert G. Stone
Robert H. Willis

Class of 1977

Norman L. Cahners
Richard P. Chapman
Edward Dana
William P. Ellison
James V. Fetchero
Ernest Henderson III
Asa S. Knowles
Joseph G. Riesman
Dwight P. Robinson, Jr.
Donald W. Smith
Alvin C. Zises

*Member of the Board of Trustees

Class of 1978

David H. Cogan
Carl S. Ell
Frank L. Farwell
Henry C. Jones
J. Edwin Matz
Harold A. Mock
Farnham W. Smith
George A. Snell
Russell B. Stearns
D. Thomas Trigg
Chaplin Tyler

Class of 1979

Roy H. Beaton
F. Gregg Bemis
Louis W. Cabot
Byron K. Elliott
Donald B. Guy
Kenneth A. Loftman
John Lowell
Lawrence H. Martin
Augustin H. Parker
Francis J. Quirico
Earl P. Stevenson

Kenneth G. Ryder, *ex officio*
Stephen P. Mugar, *Honorary Trustee*

ADMINISTRATIVE ORGANIZATION

Officers of the University

Kenneth G. Ryder, A.B., M.A., L.H.D., *President*

Asa S. Knowles, A.B., A.M., LL.D., Litt.D., Sc.D., D.B.A., Sc.D. in Bus. Ed.,
Chancellor

Carl S. Ell, A.B., S.B., Ed.M., M.S., Sc.D., L.H.D., LL.D., D.S.Ed., *President Emeritus*

Harry T. Allan, A.B., B.S., J.D., *Provost*

John A. Curry, A.B., Ed.M., *Vice President for Administration and Student Affairs*

Edmund L. Deltano, B.A., *Vice President for Finance*

Eugene M. Reppucci, Jr., B.S., M.Ed., *Vice President for Development and Director of Development*

Daniel J. Roberts, Jr., B.S., M.B.A., Ed.M., *Vice President for Business*

Royal K. Toebe, B.S., M.B.A., *Vice President for Alumni Affairs and Associate Director of Development*

Roy L. Wooldridge, B.S., Ed.M., *Vice President for Cooperative Education*

**Academic Deans, Directors of Schools and
General Administrative Officers**

Catherine L. Allen, B.S., M.A., Ed.D., Ph.D., *Dean of Boston-Bouvé College
and Director of Boston-Bouvé College Graduate School*

Kenneth W. Ballou, A.B., Ed.M., *Dean of Adult Education Programs and
Dean of University College*

Malcolm J. Campbell, B.A., M.Ed., *Associate Dean of Adult Education and
Director of the Center for Continuing Education*

Richard I. Carter, B.S., M.S., *Director of the Computation Center*

Geoffrey Crofts, B. Comm., *Dean and Director of the Graduate School of
Actuarial Science*

Philip T. Crotty, Jr., *Acting Dean of Business Administration*

Charles Devlin, B.S., M.Ed., *Director of Financial Aid*

Ann M. Duncan-Glasgow, B.S., M.Ed., Ph.D., *Associate Dean and Director
of Affirmative Action*

Martin W. Essigmann, S.B., M.S., *Dean of Research*

Clifford J. Fralen, B.S., M.S.E., M.B.A., *Director of the Physical Plant*

Dr. Job E. Fuchs, M.D., *Director of Health Services*

Mina Ghattas, B.A., M.Ed., Ph.D., *Director of the Office of Learning
Resources*

Joseph M. Golemme, S.B., M.A., C.P.A., *Director of the Graduate School of
Professional Accounting*

George W. Hankinson, A.B., B.S., M.S., *Director of the Graduate School of
Engineering and Assistant Dean of Engineering*

James S. Hekimian, A.B., M.B.A., D.B.A., *Special Assistant to the President*

Sidney Herman, A.B., M.A., *Acting Dean of Faculty*

Walter S. Jones, A.B., M.S., Ph.D., *Acting Dean of Liberal Arts*

John W. Jordan, B.S., M.Ed., *Director of the Graduate School of Business
Administration and Associate Dean of Business Administration*

Christopher F. Kennedy, A.B., Ed.M., *Dean of Students*

Robert H. Ketchum, B.A., B.D., M.B.A., Ph.D., *Director of the Graduate
School of Arts and Sciences and Associate Dean of Liberal Arts*

William F. King, B.S., M.S., *Director of Lincoln College and Associate Dean
of Engineering*

Phillip Latorre, B.S., M.S., *Dean of Personnel Services and Director of Environmental Health*

Juanita A. Long, B.S.N., M.S.N., C.A.G.S., *Dean of Nursing*

Alan A. Mackey, B.S., A.M., *Dean of Administrative Services*

Melvin Mark, B.S., M.S., Sc.D., *Dean of Engineering*

Frank E. Marsh, Jr., A.B., M.Ed., D.Ed., *Dean of Education*

John Martin, B.S., M.B.A., *Business Manager*

Paul D. Maxwell, B.S., M.B.A., *Director of Business Administration Programs and Assistant Dean of University College*

Philip McCabe, B.A., M.Ed., *Dean of Admissions*

Roland H. Moody, A.B., B.L.S. *Director of the University Libraries and Learning Resources*

Timothy L. Moran, B.S., M.Ed., *Director of Law Enforcement Correctional and Security Programs and Associate Dean of University College*

Edmund J. Mullen, B.A., *University Registrar*

Robert Najjar, B.A., M.B.A., *Bursar*

Harold Naidus, A.B., M.S., Ph.D., *Director of Liberal Arts Programs and Associate Dean of University College*

Robert O'Brien, B.S., *Director, Administrative Computer Services*

John C. O'Byrne, A.B., M.S., J.D., *Dean of the School of Law*

Paul M. Pratt, B.S., M.Ed., *Dean of the Department of Cooperative Education*

Gregory T. Ricks, B.A., M.C.P., *Special Assistant to the President*

Nathan Riser, A.B., A.M., Ph.D., *Director of Marine Science Institute*

Norman Rosenblatt, A.B., Ph.D., *Dean of Criminal Justice and Director of the Graduate Program of Criminal Justice*

Philip J. Rusche, B.A., B.S.Ed., M.A., Ed.D., *Director of the Graduate School of Education and Associate Dean of Education*

Albert H. Soloway, B.S., Ph.D., *Dean of Pharmacy and Allied Health Professions and Director of the Graduate School of Pharmacy and Allied Health Professions*

Loring M. Thompson, B.S., M.S., M.A., Ph.D., *Dean of Physical Planning*

Joseph Zabilski, B.S., *Acting Director of Athletics*

GENERAL UNIVERSITY COMMITTEES

The Executive Council

Kenneth G. Ryder, *Chairman*
Daniel J. Roberts, *Vice Chairman*
Barbara F. Burke, *Secretary*

Harry Allan
John A. Curry
Edmund L. Deltano

Eugene M. Reppucci, Jr.
Roy L. Wooldridge

The Academic Council

Harry Allan, *Chairman*

Catherine L. Allen
Kenneth W. Ballou
Walter S. Jones
Juanita Long
Melvin Mark

Frank E. Marsh, Jr.
John C. O'Byrne
Norman Rosenblatt
Albert H. Soloway

John A. Curry, *ex officio*

The Faculty Senate

Samuel Bernstein
Charmarie Blaisdell
John Buoncristiani
Robert Cord
* John Curry
Robert Curtin
Ellen Daly
Flora DeScenza
John Dromgoole
Charles Dufton
* Ann Duncan-Glasgow
Ramona Edelin
Robert Finkenaur
Edith Flynn
Norbert Fullington
Michael Glaubman
Suzanne Greenberg
Gerald Herman
* Sidney Herman
Richard Higgins

Donald Jacobs
Walter S. Jones
* John Jordan
* Christopher Kennedy
* Melvin Mark
Joseph Meier
Robert Miller
Irene Nichols
* Paul Pratt
Andre Priem
John Proakis
Gordon Pruett
* Daniel Roberts
John Rosettos
David Schmitt
Harold Stubbs
Paul Tedesco
Karl Weiss
Alvin Yorra

Presiding Officer

Suzanne Greenberg

*Appointed by the President

ORGANIZATION OF THE GRADUATE SCHOOLS

Administration

Catherine L. Allen, Ed.D., Ph.D., *Director of Boston-Bouvé College Graduate School*

Linda J. Allen, B.A., *Registrar of the Graduate Schools*

Geoffrey Crofts, B. Comm., *Director of the Graduate School of Actuarial Science*

Philip T. Crotty, Jr., M.A., Ed.D., *Acting Dean of Business Administration*

Nancy Dean, M.Ed., *Coordinator of Admissions, Graduate School of Education*

Stephen R. DeRosier, B.A., *Assistant Registrar of the Graduate Schools*

Joseph M. Golemme, M.A., *Director of the Graduate School of Professional Accounting*

George W. Hankinson, M.S., *Director of the Graduate School of Engineering*

John W. Jordan, M.Ed., *Director of the Graduate School of Business Administration*

Thomas J. Kerr, M.S.I.E., *Assistant Director of the Graduate School of Engineering*

Robert H. Ketchum, Ph.D., *Director of the Graduate School of Arts and Sciences*

John J. McKenna, M.A., *Assistant Director, Graduate School of Actuarial Science*

Norman Rosenblatt, Ph.D., *Director of the Graduate Program in Criminal Justice*

Philip J. Rusche, Ed.D., *Director of the Graduate School of Education*

Albert Soloway, Ph.D., *Director of the Graduate School of Pharmacy and Allied Health Professions*

Janice Walker, A.B., *Assistant Director of the Graduate School of Education*

University Graduate Council

1976—1977

The Council determines broad policies and regulations governing the conduct of graduate work. All new graduate programs must be approved by the Council.

OFFICERS

Sidney Herman, *Chairman*

Barbara Philbrick, *Vice Chairman*

Joan Lipson, *Secretary*

Administrative Members

Catherine L. Allen
Philip T. Crotty, Jr.
George W. Hankinson
John W. Jordan
Robert H. Ketchum
Melvin Mark

Frank E. Marsh
Norman Rosenblatt
Philip J. Rusche
Albert Soloway

Elected Faculty Members

Petros Argyres
Frederick Blank
Conrad Caligaris
Monty Carter
Andre Favat
Austin Fisher
Albert Galmarino
M. Patricia Golden
Minton Goldman
James Gozzo
Arvin Grabel
Gerald Griffin
Thomas Henstock
Richard Higgins
Christine Hobart
James Inashima
Donald Kosersky
Louise LaFontaine

Harlan Lane
Robert Minichiello
Irene Nichols
Barbara Philbrick
John Post
Robert Read
Robert Redden
Nathan Riser
Alae-Eldin Sayed
Stephen Schafer
Joseph Senna
Albert Soloway
Ralph Troupe
Elizabeth Van Slyck
Robert Wiener
Joseph Zelinski
Richard Zobel

Administrative Committee of the Graduate Schools

Sidney Herman, *Chairman*
Linda Allen, *Secretary*

Catherine L. Allen
Alvah K. Borman
Geoffrey Crofts
Philip T. Crotty, Jr.
Robert Fuller
Joseph M. Golemme
George W. Hankinson
Walter S. Jones
John W. Jordan
Thomas Kerr
Robert H. Ketchum

Alan A. Mackey
Melvin Mark
Frank E. Marsh, Jr.
Edmund J. Mullen
John C. O'Byrne
Barbara Philbrick
Norman Rosenblatt
Philip J. Rusche
Albert Soloway
Jacqueline A. St. Germain

Ex Officio

James S. Hekimian, *Acting Vice President of Academic Affairs*

Committee of the Graduate School of Education

Philip J. Rusche, *Associate Dean of Education and Director of the Graduate School of Education, Chairman*

Frank E. Marsh, Jr., *Dean of Education*

F. Andre Favat, *Associate Professor of Education*

Thomas F. Henstock, *Assistant Professor of Education*

Louise LaFontaine, *Assistant Professor of Special Education*

Irene A. Nichols, *Associate Professor of Education*

Robert W. Read, *Associate Professor of Education*

Robert B. Redden, *Assistant Professor of Audiology*

the university

Founded in 1898, Northeastern University is incorporated as a privately endowed nonsectarian institution of higher learning under the General Laws of Massachusetts. The State Legislature by special enactment has given the University general degree-granting powers. The University is governed by a Board of Trustees elected by and from the Northeastern University Corporation, which is composed of 178 distinguished business and professional men and women.

From its beginning, Northeastern University has had as its dominant purpose the discovery of community educational needs and the meeting of these in distinctive and serviceable ways. The University has not duplicated the programs of other institutions, but has sought to pioneer new areas of educational service.

A distinctive feature of Northeastern University is its Cooperative Plan, initiated by the College of Engineering in 1909 and subsequently adopted by the Colleges of Business Administration (1922), Liberal Arts (1935), Education (1953), Pharmacy (1962), Nursing (1964); Boston-Bouv  College (1964); the College of Criminal Justice (1967); and by Lincoln College's daytime Bachelor of Engineering Technology program (1971). This educational method enables students to gain valuable practical experience as an integral part of their college program and also provides the means by which they may contribute substantially to the financing of their education. The Plan has been extended to the graduate level in engineering, actuarial science, rehabilitation administration, professional accounting, business administration, and law.

In the field of adult education, programs of study have been developed to meet a variety of needs. University College offers evening courses—offered by the University since 1906—and adult-day courses leading to the bachelor's degree. In addition to offering day undergraduate programs in Electrical Engineering Technology and Mechanical Engineering Technology, Lincoln College offers evening/part-time certificate, associate, and bachelor degree programs in technological areas. All formal courses of study leading to degrees through part-time programs are approved by the Basic College faculties concerned.

GRADUATE AND PROFESSIONAL SCHOOLS

The ten graduate and professional schools of the University offer day and evening programs leading to the degrees listed.

The Graduate School of Actuarial Science offers the degree of Master of Science in Actuarial Science.

The Graduate School of Arts and Sciences offers the degrees of Master of Arts, Master of Science, Master of Science in Health Science, Master of Public Administration, and Doctor of Philosophy.

The Graduate School of Boston-Bouvé College offers the degree of Master of Science.

The Graduate School of Business Administration offers the degree of Master of Business Administration.

The Graduate School of Criminal Justice offers the degree of Master of Science.

The Graduate School of Education offers the degrees of Master of Education and Doctor of Education and the Certificate of Advanced Graduate Study.

The Graduate School of Engineering offers the degrees of Master of Science, Engineer degree, Doctor of Engineering, and Doctor of Philosophy.

The School of Law offers the degree of Juris Doctor.

The Graduate School of Pharmacy and Allied Health Professions offers the degrees of Master of Science and Doctor of Philosophy.

The Graduate School of Professional Accounting offers the degree of Master of Science in Accounting.

CENTER FOR CONTINUING EDUCATION

The Center for Continuing Education was established in 1960 to relate the University to the needs of its community in a period of accelerated change. Adult education programs offered by the Center and University College have since been consolidated. Its programs are composed of seminars, conferences, institutes, forums, and a wide variety of special courses designed to serve specific needs. The Division of Special Programs, working cooperatively with trade associations and professional societies, offers a wide variety of programs dealing with current needs and problems. Through its Division of Community Services, working with governmental agencies and community organizations, the Center is becoming increasingly involved in social problems on both the local and national level.

Many of these programs are conducted at Henderson House, Northeastern University's conference center in Weston, Massachusetts.

RESEARCH ACTIVITIES

The facilities of the University are engaged in a wide variety of basic research projects in business, science, social science, pharmacy, and engineering. These are coordinated by the Dean of Research, whose services are University-wide and available to the faculties of all the Colleges.

Although Northeastern is primarily concerned with undergraduate and graduate instruction, the University believes that the most effective teaching and learning take place in an environment characterized by research activities directed toward extending the frontiers of knowledge.

buildings and facilities

MAIN CAMPUS

The main campus of Northeastern University is located at 360 Huntington Avenue in the Back Bay section of Boston. Many of the city's famous cultural, educational, and philanthropic institutions are situated in the Back Bay, including the Museum of Fine Arts, Symphony Hall, Horticultural Hall, the Isabella Stewart Gardner Museum, the Harvard teaching hospitals, the Boston Public Library, and many schools and colleges. Most are within walking distance of Northeastern University.

Major transportation facilities serving the Boston area are Logan International Airport, two rail terminals, bus terminals serving inter- and intrastate lines, and MBTA subway-bus service within the metropolitan-suburban area. There is a subway stop in front of the campus. For motorists, the best routes to the campus are the Massachusetts Turnpike (Exit 22) and Route 9, of which Huntington Avenue is the intown section.

The campus of 47 acres is divided by Huntington Avenue, with the main educational buildings on one side and dormitories on the other. The principal buildings, all of which have been constructed since 1938, are of glazed brick in contemporary classic style. Most are interconnected by underground passageways.

Ell Student Center

The Carl S. Ell Student Center provides facilities for student recreation and for extracurricular activities. The Alumni Auditorium, with a seating capacity of 1,300, is part of the Center. Also included are special drama facilities, a ballroom, main lounge, fine arts exhibition area, student offices, conference rooms, and a dining area seating more than 1,000.

Libraries

The University library system consists of the Dodge Library, which is the main library; the Suburban Campus Library at Burlington; the School of Law Library; and divisional libraries for Physics and Electrical Engineering, Chemistry and Biology, Mathematics and Psychology, and Health, Physical and Recreation Education, and Physical Therapy. There are additional subject collections for the Center for Management Development at Andover, Massachusetts, and the Marine Science Institute in Nahant.

The library collections number 400,000 volumes supplemented by some 333,000 titles in microprint, microfilm, and microfiche forms. The collection includes, in addition, some 3,700 periodical titles, 100,000 documents, and 4,600 sound recordings.

Cabot Physical Education Center

The Godfrey Lowell Cabot Physical Education Center is one of the best equipped in New England. The large gymnasium contains four basketball courts. In addition, the Center consists of an athletic cage, a small gymnasium, and a rifle range, as well as administrative offices for the Department of Athletics and for the Physical Education Department of Boston-Bouv  College.

A recent addition to the center, the Barletta Natatorium, houses a 105-foot swimming pool, a practice tank for the crew, handball courts, and shower and dressing facilities.

Dockser Hall

Charles and Estelle Dockser Hall, completed in 1968, houses a large gymnasium, dance studio, motor performance laboratory, college library, community recreation laboratory, folk arts center, dark and music rooms, recreation resources area, locker rooms, offices, classrooms, conference room and lounge, storage facilities, and a research laboratory.

Apartments for Graduate Students

The University maintains a 100-apartment housing unit which accommodates 279 people. Two-, three-, and four-party apartments are available which vary in size from two to four rooms plus bath. Apartments are furnished with beds, chairs, desks, stove, refrigerator, and kitchen table. The cost includes all utilities.

A \$100 deposit is required when making application for the apartments. Applications are available in the Office of University Housing. Students are expected to make such arrangements on a term-to-term basis but may live in the apartments both while on cooperative work assignments and in school if they wish. All reservations are made on a first come, first served basis.

SUBURBAN FACILITIES

Suburban Campus

The Suburban Campus, located near the junction of Routes 128 and 3 in Burlington, Massachusetts, was established to meet the needs of individuals and of industry in the area.

In addition to graduate courses in engineering, physics, mathematics, business administration, science, education, and the arts, portions of undergraduate programs leading to the associate and bachelor's degrees, special programs for adults, and noncredit state-of-the-art programs are offered.

Warren Center

The Warren Center is a practical laboratory for Boston-Bouvé College in outdoor education and conservation, in group practicum, and in camping administration, programming, and counseling. At this Center in Ashland, completed in 1967, there are tennis courts, field hockey and lacrosse fields, waterfront for swimming and boating, overnight camp sites, fields and forests, heated cottages, the Hayden Lodge with a recreation hall, library, crafts shop, dining facilities, and conference accommodations.

Henderson House

The University's conference center, Henderson House, is located in Weston, Massachusetts. The Center for Continuing Education conducts short-term courses, seminars, and special institutes for business, professional, and research groups. Henderson House is 12 miles from the main campus.

Marine Science Institute

The Marine Science Institute at Nahant, Massachusetts, is a research and instructional facility primarily engaged in studies of marine biology and oceanography. The Institute is operated all year, and is about 20 miles northeast of Boston. Many of the courses at this institute are applicable toward an advanced degree in biology or health science.

Brockton, Nashua, and Framingham Campuses

For students residing in southeastern Massachusetts and northeastern Rhode Island, the Graduate School of Business Administration offers a major portion of its M.B.A. Program at facilities in Brockton, Massachusetts. These facilities, made available by the Veterans Administration Hospital, are conveniently located just off Route 24.

Students residing in the southern New Hampshire area may take a major portion of the M.B.A. Program at facilities in Nashua, New Hampshire. These facilities are furnished by Sanders Associates, Inc. and are located in their headquarters on Route 3, just over the Massachusetts line.

For students in the Framingham-Worcester area, a major portion of the M.B.A. Program may be taken at classroom facilities located in Framingham, Massachusetts.



the graduate school of education

The Graduate School of Education provides programs leading to the Master of Education degree for in-service educators who wish to pursue a specialization and for individuals who wish to pursue the special areas of study indicated below. A nondegree program for those who wish certification as elementary or secondary teachers is also offered.

Individuals who possess or are eligible for teaching certificates may earn the Master of Education degree in the areas of curriculum and instruction, early childhood education, elementary and secondary administration, emotional disturbance, generic special educator, instructional technology, occupational education, mental retardation, severely handicapped, and early childhood handicapped.

Those individuals who do not possess a teaching certificate may specialize in the areas of career education college counseling, community counseling, cooperative education, rehabilitation counseling, school counseling, educational research, human development, rehabilitation administration, speech pathology or audiology, and special education community personnel.

Programs of study leading to the Certificate of Advanced Graduate Study in the areas of counseling, educational administration, rehabilitation, and special education are offered to those individuals who presently hold a master's degree.

The Graduate School of Education also offers a Doctor of Education (Ed.D.) program in Leadership: Administration and Supervision. Being offered jointly by the Departments of Counselor Education, Educational Administration, and Special Education and Rehabilitation Administration, students may concentrate in the areas of: school administration, rehabilitation administration, pupil personnel administration, student personnel administration, administration of higher education, administration of cooperative education, and special education administration. Students must hold a master's degree in order to apply to this program.

GENERAL REGULATIONS

The general regulations and minimum requirements for all graduate programs are established by the Northeastern University Graduate Council. In some matters the committee of each graduate school is allowed discretion to establish regulations within limits defined by the council. The regulations and academic requirements which follow have been formulated in accordance with this general policy.

Registration

Students must register within the period listed on the school calendar. Time and place of registration will be announced prior to each period.

Residence

All work for advanced degrees must be completed at the University unless approval has been obtained from the Director of the Graduate School for work taken elsewhere. Students who are in residence and are using the facilities of the University must register for such work.

Grading System

The performance of students in graduate courses will be recorded by the instructor by use of the following grades:

A Excellent

This grade is given to those students whose performance in the course has been of very high graduate caliber.

B Satisfactory

This grade is given to those students whose performance in the course has been at a satisfactory level.

C Fair

This grade is given to those students whose performance in the course is not at the level expected in graduate work.

F Failure

This grade is given to those students whose performance in the course is unsatisfactory.

In addition, the following letter designations are used:

I Incomplete

This grade is given to those students who fail to complete the work of the course.

L Audit without credit.

S Satisfactory without quality designation.

U Unsatisfactory without quality designation.

These two grades are used for the first quarter of a two-quarter sequence in which the grade for the second quarter applies to both the first and second quarters of the sequence.

The I grade will be changed to a letter grade upon removal of the deficiency which caused the grade of I to be reported. Deficiencies must be made up within the quarter following that for which the grade of I is received unless an extension of time is granted by the instructor. However, such extension of time may not exceed two additional consecutive calendar quarters.

Any student who wishes to take a final make-up examination must obtain permission of the Director of the Graduate School by the second week of the quarter succeeding that in which the examination was missed. The

make-up examination must be taken in that succeeding quarter unless circumstances warrant permission of the Director to defer it to one of the next two quarters.

Auditing

A student may audit a course without credit by obtaining, prior to registration, the written approval of the instructor of the course involved and by presenting this permit at the Office of the Graduate School of Education. No change either to or from the audit status may be made after the first day of classes. Tuition for an audit course is the same as for a course taken for credit.

Class Hours and Credits

All credits are entered as quarter hours. A quarter hour of credit is equivalent to three-fourths of a semester hour credit. The academic calendar at the front of this bulletin should be consulted in order to determine the opening and closing dates of each quarter. It should be noted that most classes meet either in the late afternoon or evening.

Continuity of Program

Students are expected to maintain continuous progress toward a degree. Any student who has been admitted to a degree program, has completed at least one course, but has not attended for a period of one year, must notify the Office of the Graduate School of Education prior to additional registration. In addition, he must meet with his program adviser to make any necessary program adjustments.

Withdrawals

In order to withdraw from a course, a student must fill out an official withdrawal form obtained at the Registrar's Office or at the Burlington Campus Office. Withdrawals may be made through the ninth week of the quarter. Students will be withdrawn as of the date on which they fill out the form. Ceasing to attend a class or notifying the instructor does not constitute an official withdrawal. See section on financial information for information on refunds.

Changes in Requirements

The continuing development of the graduate school forces frequent revision of curricula. In every new bulletin some improvements are indicated. When no hardship is imposed on the student because of changes, and when the facilities of the school permit, the student is expected to meet the requirements of the latest bulletin. If the student finds it impossible to meet these requirements, the bulletin for the year in which he entered becomes the binding one.

Application for the Degree

If a commencement card is not filed with the Registrar's Office on or before the applicable date listed on the calendar, there is no assurance that the degree will be granted in that particular year even though all other requirements have been fulfilled.

Honor Society

Northeastern University has on campus the Kappa Zeta Chapter of Kappa Delta Pi. A national honor society in education, Kappa Delta Pi was founded in 1911 at the University of Illinois. Kappa Zeta Chapter was installed on May 29, 1964.

To be considered for membership, graduate students must be degree candidates in the College of Education and have completed at least six courses (24 quarter hours) with a cumulative average of at least 3.5, and have no C grades on their graduate records.

Applications for membership and further information may be received from the Office of the Dean, College of Education, Northeastern University, Boston, MA 02115.

Supporting Services

The College of Education operates or coordinates with other agencies in the operation of certain bureaus, clinics, and offices which support and enrich the academic programs. Graduate students may find some of these services to be of interest and assistance while others may be suggested as sources of information or practical experiences. Among these services are those discussed in the following paragraphs.

The Bureau of Educational Field Services, located in Cushing Hall (102 The Fenway), provides a wide variety of offerings to our graduate students as well as to school systems and other educational agencies throughout New England. These offerings include special off-campus programs for our graduate students, both credit and noncredit; credit and noncredit in-service training for professional school personnel, offered in local communities; special noncredit workshops for parent and para-professional groups; and program evaluation, research projects, surveys, educational planning services, and consultant services.

Anyone interested in obtaining more information about the Bureau should contact the Office of the Director of the Bureau at 617-437-3298, or visit 118 Cushing Hall.

Northeastern University's Speech and Hearing Clinic, located in 133 Forsyth Building, provides diagnostic and therapeutic services for both University students and school-age community children insofar as staff and facilities allow. The Clinic is accredited by the Professional Services Board of the American Speech and Hearing Association.

The Resources Laboratory (formerly the Curriculum Library), located in Cahners Hall (104 The Fenway), contains a variety of materials and

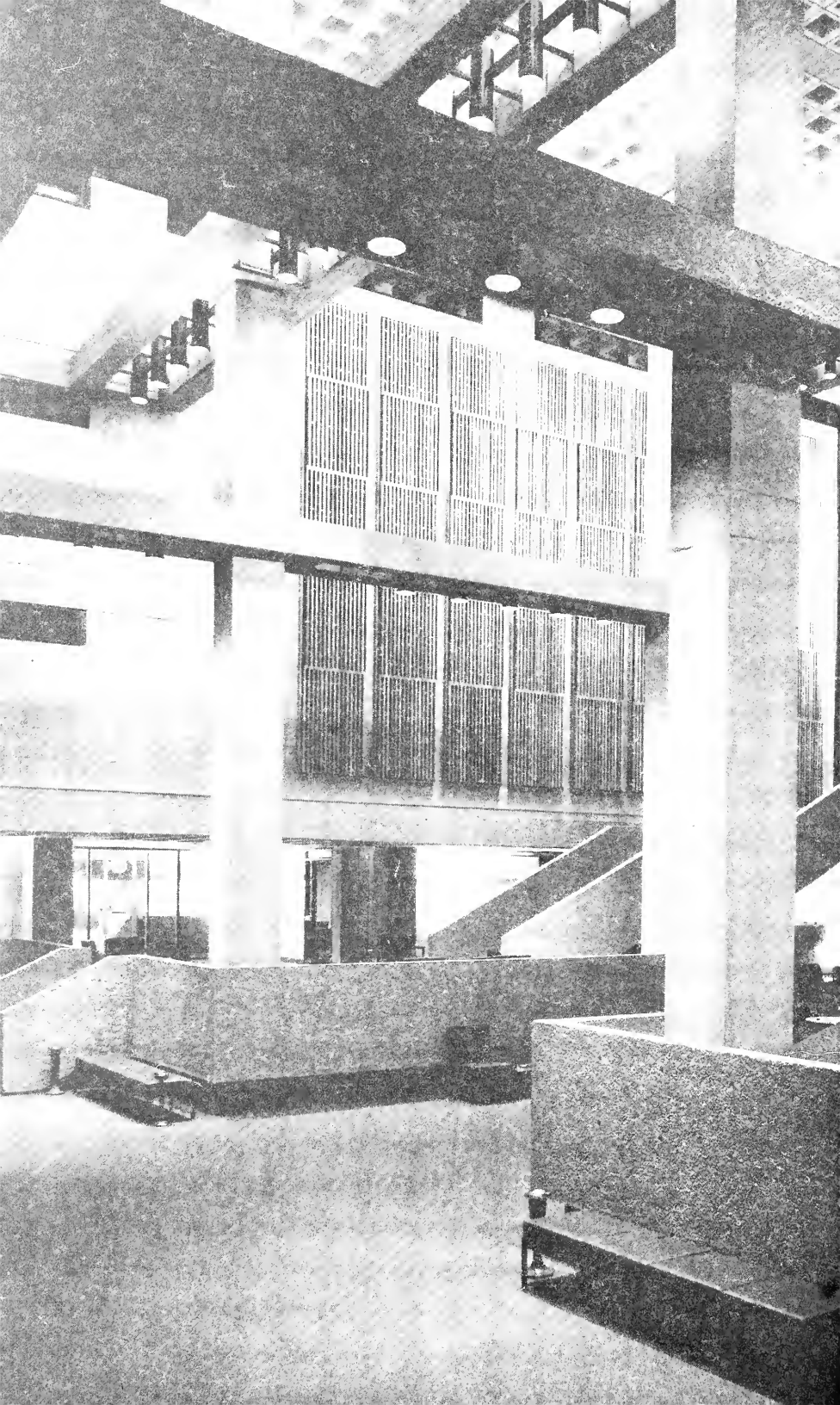
resources relating to a large number of programs and task areas of elementary and secondary schools. Use of this facility is limited to staff and students of the College of Education.

Northeastern University's Reading and Learning Clinic, located in Cahners Hall, provides diagnostic and corrective services in reading for both University students and school-age community children insofar as staff and facilities allow.

The New England Rehabilitation Research Institute, located in the United Realty Building, conducts rehabilitation studies on the problems of motivation and dependency and publishes reports pertaining to the area of rehabilitation. A materials resources library in rehabilitation research is housed in the same building as the Department of Rehabilitation and Special Education.

The Center for Educational Development, located in Cushing Hall, works with community agencies in developing and implementing innovative educational programs, particularly in areas, both urban and rural-isolated, which lack substantial financial resources.

In addition, the College of Education utilizes the resources, materials, and facilities of other University-wide bureaus such as the Office of Educational Resources, an important component of which is the Center for Programmed Instruction.



financial information

FINANCIAL OBLIGATIONS

Tuition

Tuition for master's degree candidates, CAGS candidates, doctoral candidates, and special students is \$55 per quarter hour of credit. Tuition for audited courses is the same as for courses taken for credit. There is a special tuition charge of \$600 for the following: 51.805, Student Teaching; 51.873 and 51.875, Reading Clinic I & II; 53.805-806, Counseling Practicum; 53.840-841, Advanced Field Work; 53.843-844, School Psychology Field Work; 55.813, Advanced Clinical Practice; 56.850-851, Field Work and Student Teaching; 56.853-854, Field Work and Practicum; 56.960, Practicum in Rehabilitation Administration; 93.802-803, Practicum in Early Childhood Education I & II; Thesis; 55.852, Practicum, Teaching of the Deaf.

There is a special tuition charge of \$325 for the following: 52.843, Administrative Internship; Counselor Education Interns enrolled in the Boston School System.

The tuition charge for the doctoral dissertation is \$500, to be paid when registration is made for the dissertation. At the completion of formal course work for the doctorate, a dissertation continuation fee of \$50 per quarter will be charged until completion of the dissertation.

Tuition statements are mailed to students by the Bursar's Office and are payable by check to Northeastern University on or before the date specified.

Tuition rates and fees are subject to revision by the Board of Trustees at any time.

Fees

An Application Fee of \$15 (nonrefundable) is charged to all students when they apply for admission to the Graduate School of Education. No application papers will be processed until this fee has been received. Checks should be made payable to Northeastern University and sent to the Graduate School of Education, 102 The Fenway, Boston, Mass. 02115.

Other fees include a charge of \$10 for late payment of tuition; a fee of \$2 for deferred tuition (with approval of Bursar); a final examination make-up fee of \$5; a fee of \$25 for all degree candidates, payable before commencement by the applicable date listed on the academic calendar.

For full-time students there is a charge of \$12.50 per quarter for the services available in the student center. The fee for teaching assistants and

research fellows is \$6.25 each quarter. All part-time students on the Huntington Avenue campus are charged \$.75 a quarter.

All full-time students, including those with assistantships and fellowships, will pay a nonrefundable university health services fee of \$120 each year. This fee will provide Blue Cross-Blue Shield coverage and entitle the student to the medical care furnished by the University Health Service.

All financial obligations to the University must be discharged before graduation.

Refunds

Tuition refunds will be granted only on the basis of the date appearing on the official withdrawal form filed by the student. Nonattendance does not constitute official withdrawal. Questions regarding refunds should be discussed with the Bursar's Office.

Refunds will be granted in accordance with the following schedule:

Amount of Refund	
Official Withdrawal Filed Within:	Percentage of Tuition
First week of quarter	100
Second week of quarter	75
Third week of quarter	50
Fourth week of quarter	25

FINANCIAL AID

The Office of Financial Aid offers two types of Federal assistance to graduate students: the National Direct Student Loan and Work-Study. All awards are based on financial need. Aid granted from these programs sponsored by the Federal Government is dependent upon the amount of funds allocated to Northeastern University.

Northeastern University is a participant in the Graduate and Professional School Financial Aid Service (GAPSFAS). All applicants for financial aid must file a GAPSFAS form in order to be considered. This form may be obtained from the financial aid officer at the institution which the student now attends or from the Northeastern University Office of Financial Aid. All sections of the GAPSFAS form must be completed and sent to the Graduate and Professional School Financial Aid Service, Box 2614, Princeton, New Jersey 08540. No decision on an application for financial aid will be made until the GAPSFAS form is received.

Only students who have been officially accepted as degree candidates to a graduate school of Northeastern University may apply for financial aid. The University does not award financial assistance to students who are not citizens or permanent residents of the United States.

National Direct Student Loan

Under the National Direct Student Loan program, students may be allowed to borrow as much as \$2,500 per academic year; however, the total

amount borrowed must not exceed \$10,000 for the student's entire undergraduate and graduate program. Repayment and interest on these loans do not begin until nine months after the student ceases to carry at least a half-time academic load. The repayment of the principal may be extended over a ten-year period with an interest rate of 3% per annum.

College Work-Study Program

The College Work-Study Program is sponsored by the Federal Government. It is designed to give students an opportunity to earn as much as \$3.50 per hour working in jobs on or off campus in public or private non-profit organizations. This program is administered solely by the Office of Financial Aid and is not to be confused with the University's cooperative education program.

Guaranteed Student Loan Program

A prime means of financial assistance is the Guaranteed Student Loan Program. Because of the easy availability of this loan relative to other types of financial assistance, it is recommended that all applicants for aid first seek assistance from this source. Students may receive guaranteed loans of up to \$2500 per academic year from their local banks. Repayment of the principal and interest need not begin until nine months after the student ceases to carry at least a half-time academic load.

Martin Luther King, Jr., Scholarships

Established in 1969 in memory of the late Rev. Martin Luther King, Jr. Awards are made as openings occur to qualified minority graduate students who show financial need and are accepted to full-time study in the graduate schools of the University. Stipends will cover tuition and all fees.

Dr. Reubin J. Margolin Memorial Scholarship Fund

The Dr. Reubin J. Margolin Memorial Scholarship Fund was established in 1973 through the generosity of the family and friends of Dr. Reubin J. Margolin, an outstanding and dedicated individual and friend who, at the time of his death on April 6, 1972, was Chairman of the Department of Rehabilitation and Special Education at Northeastern University.

The income from the Dr. Reubin J. Margolin Memorial Scholarship Fund is awarded annually to a deserving student admitted to or enrolled in the College of Education or the Graduate School of Education and majoring in Rehabilitation and/or Special Education. Recipients must demonstrate financial need as well as the personal and professional qualities exemplified by Dr. Margolin.

The Office of Financial Aid does not award Graduate Assistantships or Fellowships. For further information regarding such assistance, students should contact their graduate school office.

Graduate Administrative Assistantships

Some University departments offer the graduate student an opportunity for remission of tuition and a stipend in return for half time spent in assisting with nonteaching, administrative duties. In all cases the student must register for a half-time academic load. It is assumed that applicants for such assistantships will be enrolled in a two-year program.

Tuition Assistantships

These appointments offer tuition waiver only. Graduate students given this type of appointment are assigned duties in the department requiring an average of 8 hours per week. They must register for a full-time academic load.

Teaching Assistantships

Graduate students given this type of appointment assist in the work of instructional departments or other offices of the University. The appointee may be assigned to class instruction, laboratory supervision, correcting papers and proctoring examinations. Including necessary preparation time, assigned duties require about 18 to 20 hours per week.

The student must register for a half-time academic load. It is assumed that applicants for such assistantships will be enrolled in a two-year program.

Traineeships

Graduate students given these appointments must devote full time to graduate work in accordance with the stipulation of the appointment. These appointments are made from traineeships available from NASA, NSF, NDEA, and other government grants to the University. They may be for 9 to 12 months.

Appointments

Appointments to fellowships and assistantships are ordinarily announced no later than April 15 for the following academic year or summer. Appointments are for a maximum of one year and are not automatically renewed. Students who hold assistantships are expected to devote full time to their studies and the duties of the award. They may not accept outside employment without the consent of their faculty adviser and the Director of the Graduate School.

Dormitory Proctorships

A number of proctorships in men's dormitories on or near the Huntington Avenue campus are available each year. Appointments carry a minimum compensation of room and board. Further information and application forms may be obtained from the Associate Dean of Students for Housing, 203 Ell Student Center.

faculty

Marvin Arffa, A.B., M.S., Ed.D., *Associate Professor of Education*
Joseph C. Aurelia, B.A., M.A., *Assistant Professor of Speech Pathology and Coordinator of Clinical Services*
Robert E. Bachelder, B.S.Ed., M.A.Ed., Ed.D., *Lecturer in Education*
Ronald E. Baptiste, A.B., Ed.M., Ed.D., *Associate Professor of Education*
Joseph E. Barbeau, B.S., M.Ed., Ed.D., *Associate Professor of Education*
Gloria D. Bernheim, B.A., M.A., Ph.D., *Assistant Professor of Education*
George W. Best, B.S., A.M., *Lecturer in Education*
Richard Brown, B.S., M.Ed., *Lecturer in Education*
Wendell R. Brown, B.A., LL.B., D.S.S., *Associate Professor of Education*
Nicholas J. Buffone, B.A., M.Ed., Ph.D., *Associate Professor of Education*
Leslie Burg, B.S., M.Ed., Ed.D., *Associate Professor of Education*
Robert S. Butters, A.B., M.Ed., Ed.D., *Associate Professor of Education*
Russell J. Call, B.Ed., M.A., Ed.D., *Associate Professor of Education, Director of Field Placement and Acting Chairperson, Department of Curriculum and Instruction*
Adeline Cannamella, M.Ed., *Lecturer in Education*
Thomas H. Clark, B.A., M.A., *Assistant Professor of Education*
Donald Cochran, B.A., M.A.T., *Lecturer in Education*
Melvin E. Cohen, B.S., Ed.M., C.A.G.S., D.Ed., *Lecturer in Education*
Donald F. Crowe, B.S., M.Div., *Lecturer in Education*
Richard L. Dill, B.A., M.Ed., C.A.G.S., *Lecturer in Education*
Irvin Doress, B.A., M.A., Ed.D., *Associate Professor of Education*
E. Lawrence Durham, A.B., M.A., *Professor of Education*
Michael Fabien, A.B., A.M., Ed.D., *Assistant Professor of Education*
F. Andre Favat, A.B., Ed.M., Ed.D., *Associate Professor of Education*
Robert J. Ferullo, B.S.B.A., Ed.M., Ed.D., *Professor of Speech Pathology and Audiology and Chairperson, Department of Speech Pathology and Audiology*
Gilbert C. Garland, B.S., Ed.M., Ed.D., *Professor of Education*
Mina B. Ghattas, B.A., M.Ed., Ph.D., *Associate Professor of Education and Director of Office of Educational Resources*
George J. Goldin, B.S., M.S., Ph.D., *Professor of Special Education*
Michael A. Goulde, B.S., M.S., *Lecturer in Education*
Bonnie Greenberg, B.S., M.S., *Assistant Professor of Speech Pathology*
E. Vaughn Gulo, A.B., M.A., Ed.D., *Associate Professor of Education*
Charles F. Haley, B.S., M.Ed., *Associate Dean of Education*
Martin S. Hanopole, B.S., M.A., Ph.D., *Assistant Professor of Speech Pathology*

- Cheryl C. Hanks, A.B., A.M., Ph.D., *Assistant Professor of Education*
 Thomas F. Harrington, B.A., M.Ed., Ph.D., *Professor of Education*
 Thomas F. Henstock, B.A., M.A., Ed.M., Ed.D., *Assistant Professor of Education*
 John D. Herzog, B.A., M.A.T., Ph.D., *Professor of Education and Chairperson, Department of Foundations of Education*
 Fred Hinman, M.D., *Lecturer in Education*
 Melvin Howards, B.S., M.A., Ph.D., *Professor of Education and Director, Reading Clinic*
 Sherry R. Israel, B.A., M.A., Ph.D., *Lecturer in Education*
 Maurice Kaufman, B.S., M.S., Ph.D., *Associate Professor of Education*
 Blanche Korngold, A.B., Ed.M., C.A.S., *Assistant Professor of Education*
 Albert Kovner, B.S., M.A., Ed.D., *Associate Professor of Education*
 Louise LaFontaine, A.B., M.A., Ed.M., Ed.D., *Assistant Professor of Special Education*
 Nancy C. Lankford, B.A., M.Ed., Ed.D., *Lecturer in Education*
 Mary J. Lee, B.A., M.Ed., *Associate Professor of Education*
 Robert S. Levine, B.S., M.Ed., M.B.A., Ed.D., *Lecturer in Education*
 Thomas F. Luce, B.Ph., S.T.L., M.Ed., *Lecturer in Education*
 Matthew H. Luzzi, B.A., M.Ed., C.A.G.S., Ed.D., *Professor of Education and Chairperson, Department of Rehabilitation and Special Education*
 Mervin D. Lynch, B.S., M.S., Ph.D., *Professor of Education*
 John Maguire, A.B., M.Ed., *Assistant Professor of Education*
 Frank E. Marsh, Jr., A.B., Ed.M., Ed.D., *Dean of Education*
 Wilbert J. McClure, B.A., M.A., Ph.D., *Assistant Professor of Education*
 JoAnne S. McKay, A.B., Ed.M., *Assistant Professor of Special Education*
 Robert C. McLean, A.B., M.S., Ed.D., *Associate Professor of Education*
 Joseph Meier, Ed.M., Ed.D., *Associate Professor of Education*
 Harold A. Miner, B.S., Ed.M., Ed.D., *Associate Professor of Education and Director, Bureau of Field Services*
 Katherine M. Newman, B.S.Ed., O.T.R., Ed.M., C.A.G.S., *Instructor in Education*
 Irene A. Nichols, B.S., Ed.M., Ed.D., *Associate Professor of Education*
 Alan C. O'Hare, B.A., M.Ed., *Lecturer in Education*
 Barbara F. Okun, B.A., M.A., Ph.D., *Associate Professor of Education and Chairperson, Department of Counselor Education*
 Kathleen O'Rourke, M.Ed., *Lecturer in Education*
 Arthur J. O'Shea, B.A., M.A., Ed.M., Ph.D., *Lecturer in Education*
 Colin Painter, B.A., A.P.D.P., Ph.D., *Lecturer in Education*
 Sandra M. Parker, B.A., Ed.M., Ed.D., *Associate Professor of Education*
 William G. Quill, B.S., M.Ed., Ed.D., *Associate Professor of Education*
 Robert W. Read, A.B., M.A., Ed.D., *Associate Professor of Education*
 Robert B. Redden, B.S., M.Ed., D.Ed., *Assistant Professor of Audiology*
 Susan E. Rindler, B.A., M.S., Ph.D., *Assistant Professor of Education*
 Charles F. Ritch, Jr., A.B., A.M., Ed.D., *Professor of Education and Chairperson, Department of Educational Administration*

- Phyllis T. Ritvo, B.A., M.Ed., *Lecturer in Education*
- Stanley P. Rosenzweig, B.S., M.A., Ph.D., *Lecturer in Education*
- Stephen B. Ross, B.A., M.Ed., C.A.G.S., *Lecturer in Education*
- Philip J. Rusche, A.B., B.S., M.A., Ed.D., *Associate Dean of Education and
Director of the Graduate School of Education*
- Thomas Francis Ryan, Jr., B.A., M.S.Ed., *Lecturer in Education*
- Ray F. Saari, B.A., M.Div., M.S.W., *Lecturer in Education*
- Judith D. Samuels, B.Ed., M.A., *Lecturer in Education*
- Wendy D. Schneller, B.A., M.S., *Clinical Coordinator & Supervisor, Speech
Pathology*
- Barbara Schram, B.A., M.A., M.S.W., Ed.D., *Assistant Professor of
Education*
- Harold F. Schuknecht, S.B., M.D., *Lecturer in Education*
- James F. Scorzelli, B.S., M.A., Ph.D., *Assistant Professor of Education*
- Deanna Spielberg, A.B., M.Ed., Ed.D., *Assistant Professor of Special
Education*
- Kristine E. Strand, B.S., M.A., *Assistant Professor of Speech Pathology*
- Lois E. Stryker, B.A., M.P.A., *Lecturer in Education*
- Paul H. Tedesco, A.B., A.M., Ph.D., *Associate Professor of Education*
- Benjamin Tessler, LL.B., M.Ed., *Lecturer in Education*
- Newton K. Von Sander, A.B., Ed.M., Ed.D., *Lecturer in Education*
- Dorothy A. Weber, B.A., M.Ed., *Assistant Professor of Special Education*
- Martin J. Wheeler, A.B., M.Ed., *Lecturer in Education*
- James W. Wilson, B.S., M.A., Ph.D., *Research Professor, Cooperative
Education*
- Wesley G. Woll, B.S., M.D., *Lecturer in Education*
- Alvin D. Zalinger, B.S., M.A., *Associate Professor of Education*



programs of the graduate school of education

MASTER OF EDUCATION

Professional Specializations

School and College Counseling Programs

- Elementary School Counseling

- Secondary School Counseling

- Career Education Specialist

- College Counseling

- Student Personnel

- Cooperative Education Coordinator

Community and Rehabilitation Counseling Programs

- Community Mental Health Counseling

- Rehabilitation Counseling

- Community Services Counseling

Curriculum and Instruction

- English-Language Arts

- General Academic

- Reading

- Science-Mathematics

- Social Studies

Early Childhood Education

- Administration

- Teaching

Educational Administration

- Elementary and Secondary Administration

- Instructional Technology

- Occupational Education

Educational Research

Human Development

Rehabilitation Administration

Special Education

- Emotional Disturbance—Learning Disabilities

- Generic Special Educator

- Mental Retardation—Learning Disabilities

- Severely Handicapped

- Early Childhood Handicapped

- Special Education Community Personnel

Speech Pathology and Audiology

- Audiology

- Speech Pathology

- Teaching the Deaf

**Nondegree Program for Certification
of Elementary and Secondary Teachers**

CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS)

Counselor Education

Pupil Personnel Services Administration

School Psychology

Counseling

School

College

Community Mental Health

Rehabilitation

Educational Administration

Cooperative Education

Educational Administration

Higher Education

Instructional Technology

Rehabilitation and Special Education Administration

DOCTOR OF EDUCATION

Counselor Education

Pupil Personnel Administration

Student Personnel Administration

Educational Administration

Administration of Cooperative Education

Administration of Higher Education

School Administration

Rehabilitation and Special Education

Rehabilitation Administration

Special Education Administration

MASTER OF EDUCATION DEGREE

Admission to Degree Candidacy

An applicant must have earned a bachelor's degree from an accredited institution and must complete all admissions procedures as described.

An applicant for graduate study in a master's degree program or a CAGS program should have all of the following material on file in the office of the Graduate School of Education three weeks (two months for full-time) prior to the beginning of classes in any given quarter. (Applicants for programs in Counselor Education and Special Education must have all material on file by April 15.)

1. Two completed application forms.
2. Two official transcripts from all colleges or universities attended.
3. References as follows:

- a. If no teaching experience, three letters of recommendation from individuals acquainted with the applicant's scholastic, professional, or intellectual ability.
 - b. If teaching experience (beyond student teaching), one reference from the current or most recent supervisor.
4. An official copy of the Miller Analogies Test score (MAT).
 5. Graduate Record Examination scores (aptitude test only) for applicants with 25% or more pass-fail grades.
 6. For CAGS applicants, a record of an interview with the chairperson of the department to which they are applying.
 7. For applicants whose native language is not English, an official copy of the results of the Test of English as a Foreign Language (TOEFL).

The Graduate School of Education may require a preadmission conference with any applicant. Applicants may at any time request a conference with the Director of the Graduate School of Education or his designate.

Application Fee

All applications for admission must be accompanied by an application fee (nonrefundable) of \$15. No application will be processed until the fee has been received by the Graduate School of Education. Checks should be made payable to Northeastern University and sent to the Graduate School of Education, 102 The Fenway.

Confirmation

Applicants must confirm their acceptance to a program within the designated period of time. If confirmations are not received, places in the program will be offered to other applicants.

Students who have confirmed their acceptance to a program but who have not initiated their programs within four quarters of admission will be withdrawn from the Graduate School of Education.

Full-time Study

A full-time student must take three courses in all quarters except the summer session, during which he must take a minimum of two courses. Enrollment in an additional course in any quarter must be approved by the adviser.

Part-time Study

A part-time student may enroll in a maximum of two courses in any given quarter.

Program Selection and Registration

Upon acceptance as a degree candidate, the student will be assigned an adviser in his major area of study. After notification of acceptance by the

Graduate School of Education, the student must confer with the adviser regarding his program of studies and initial course registration. The student's initial program and any subsequent changes may develop only as a result of the written recommendation of the adviser.

Initial registration will be allowed only upon presentation of a "Permit to Register" card.

Special Student Status

Applicants who have earned a bachelor's degree from an accredited institution and who acknowledge that they do not wish to pursue a degree may be accepted as special students. Special students may register for a maximum of three courses, one per quarter, provided that they submit an application form, accompanied by an application fee of \$15, and an official transcript, three weeks prior to the beginning of classes. Academic credit earned in such study may not be used to fulfill degree requirements in the Graduate School of Education unless the applicant is accepted as a degree candidate and the courses are applicable to his program. Special students may be considered for degree candidacy only upon full presentation of application materials and a formal petition to the Director of the Graduate School of Education.

Academic Classification

1. *Regular* Applicants who meet in full the criteria for immediate matriculation are classified as regular students.
2. *Provisional* Some applicants who do not meet regular admissions standards may be admitted as provisional students. Such students must maintain a B average in their first twelve quarter hours of work in order to continue in the graduate program. Provisional students admitted for part-time study may take only one course in their first quarter of study.
3. *Special* See above.

Programs of Study

The curricula of the programs for the Master of Education degree are given on pages 46-75.

Programs are available for students with or without regular teaching certification. Those with certification may major in the professional specializations listed on page 46.

Students without certification may pursue a Master of Education degree program for which certification is not mandatory (as indicated on page 46) or if able to devote full time to graduate study, may apply for a combined program as described on page 76.

A nondegree certification program for elementary and secondary teachers is available as described on page 75.

Comprehensive Examination

A comprehensive examination may be required by a department. Unsatisfactory performance in such an examination constitutes grounds for withholding the degree.

Academic Requirements

In order to qualify for the Master's Degree in Education, an average grade of B must be obtained in all courses. No additional course credits may be allowed in order to satisfy the B average required for the degree.

No student who receives a grade of less than B in three or more courses will be permitted to continue in the program. A student who has accumulated two grades of C from the same faculty member may not register for a third course with this faculty member.

A student who receives a grade of F in a course must make up the course in accordance with the recommendation of his adviser. A student who receives a grade of F in two courses will not be permitted to continue in the program.

Credit and Course Requirements

In satisfying the requirement for a minimum of 40 quarter hours, a student's program must include at least 12 courses which apply to the degree.

Transfer Credits

A maximum of 12 quarter hours of credit obtained at another institution may be accepted toward the master's degree provided that the credits are recommended for transfer by the student's adviser, consist of work taken at the graduate level for graduate credit, carry grades of A or B, have been earned at an accredited institution, and have not been used toward any other degree. Students should petition the Director of the Graduate School in writing for all transfer credit by completing the necessary form, obtainable from either the office of the Graduate School of Education or the faculty adviser. The completed form must be submitted to the Director of the Graduate School of Education along with an official transcript and an excerpt from the catalog describing the course.

No transfer form will be considered complete without the signature of the student's adviser or department chairperson. Grades on transfer credits may not be used for the purpose of obtaining the academic average necessary for completion of the degree requirements.

Time Limitations

Course credits earned in the program of graduate study, or accepted by transfer, are valid for a maximum of seven years.

NONDEGREE PROGRAM FOR CERTIFICATION OF ELEMENTARY AND SECONDARY TEACHERS

Admission

Applicants for this program must follow the admissions procedures as described on page 38 and meet the admissions requirements for the Master of Education degree. In addition, applicants whose backgrounds may not include an approved course in such areas as human development or learning must take such a course either before they enter the program or before student teaching. Candidates for secondary certification must have completed, before admission, at least 36 quarter hours of courses in the field in which they are preparing to teach, with a QPA for all courses taken in that field of at least 2.000.

Academic Requirements

In order to qualify for Student Teaching, students must have completed the four required courses with a B average, and be recommended by their major adviser.

A student may repeat a course in which he has received a grade of C or F, and the second grade will govern. However, only one course may be repeated on this basis.

CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS) PROGRAM

Admission

An applicant for the Certificate of Advanced Graduate Study in Counselor Education, Educational Administration, and Rehabilitation and Special Education must hold a master's degree from an accredited institution and file supportive materials in accordance with guidelines which will be provided upon request. Inquiry, specifying the program for which information is sought, should be addressed to the Director of the Graduate School of Education.

Applicants for CAGS programs must have application materials on file in the office of the Graduate School of Education three weeks (two months for full-time) prior to the beginning of classes in any given quarter.

Academic Requirements

In order to qualify for the Certificate of Advanced Graduate Study, an average grade of B must be obtained in all courses. No additional course credits may be allowed in order to satisfy the B average required for the certificate.

No student who receives a grade of less than B in three or more courses will be permitted to continue in the program. A student who has accumulated two grades of C from the same faculty member may not register

for a third course with this faculty member.

A student who receives a grade of F in a course must make up the course in accordance with the recommendation of his adviser. A student who receives a grade of F in two courses will not be permitted to continue in the program.

Transfer Credits

See requirements under master's degree on preceding pages.

Time Limitations

Course credits earned in the program of graduate study, or accepted by transfer, are valid for a maximum of seven years.

Qualifying and Comprehensive Examinations

Students may be required to take a qualifying examination. All students are required to satisfactorily complete a comprehensive examination in order to qualify for the Certificate of Advanced Graduate Study.

DOCTOR OF EDUCATION DEGREE

Admission

Applicants for admission to the Doctor of Education degree program must file evidence of a master's degree or its equivalent from an accredited institution and such other materials as required by the Graduate School of Education. Materials will be accepted from applicants who are currently enrolled in graduate studies and who expect to obtain the master's degree within two terms of the time of application.

Students who have graduated from or are currently enrolled as regular CAGS students in the Graduate School of Education may apply for the doctoral degree program. Although most CAGS course work is applicable, there are different admissions criteria and formal application must be made. Conversely, regular doctoral students who either choose not to complete the doctoral program or are disqualified from continuing, may make formal application to transfer to the CAGS program.

As part of the application procedure, the applicant must declare a major field of specialization, submit a written statement of purpose for pursuing doctoral study, and if requested, meet with an admissions committee for further evaluation. Applications to the Doctor of Education degree program will be acted upon twice yearly, for September or March (Fall or Spring Quarter matriculation). Application materials must be completed at least a quarter prior to the time the student is seeking admission or the candidate's application will automatically be forwarded for inclusion in the next action period. Within this period candidates will be informed of their admission status as soon as possible.

Classification and Degree Candidacy

Students taking advanced graduate work are classified as follows:

1. **Doctoral Student**

Students in this classification have been accepted for doctoral study, but have not yet passed the qualifying examination.

2. **Doctoral Degree Candidates**

Students in this classification have completed forty-eight quarter hours of graduate work and have passed the qualifying examination.

Academic Requirements

In order to qualify for the Doctor of Education degree, an average grade of B must be obtained in all courses. No additional course credits will be allowed in order to satisfy the B average for the degree. No student who receives a grade of less than B in three or more courses will be permitted to continue in the program. A student who has accumulated two grades of C from the same faculty member may not register for a third course with this faculty member. A student who receives a grade of F in a course must make up this course in accordance with the recommendation of the adviser. A student who receives a grade of F in two courses will not be permitted to continue in the program.

Qualifying Examination

A qualifying examination must be taken by each doctoral student seeking degree candidacy. The purpose of the examination is to evaluate the student's general understanding of the field of specialization. The qualifying examination must be taken before the completion of forty-eight quarter hours of doctoral study.

Comprehensive Examination

After completion of all formal course work, the doctoral degree candidate must satisfactorily demonstrate, by means of a comprehensive examination, breadth and depth of knowledge in the area of specialization, as well as general professional understanding and comprehension of major issues in related fields.

Dissertation

As part of the degree program, each candidate must complete a dissertation which embodies the results of extended, creative, independent research and proper evaluation and interpretation of the results. A Dissertation Committee, made up of a major adviser and at least two other faculty members, must approve the dissertation.

Final Oral Examination

The final oral examination will be taken after completion of all other requirements for the doctoral degree. The examination will be held at least three weeks before the Commencement at which the degree is to be awarded and the results of the examination will be made available immediately to the student.

The substance of the final oral examination will include the subject matter of the doctoral dissertation and significant developments in the area of the student's specialization.

Transfer Credit

In satisfying the course requirements beyond those required for the master's degree, the adviser may recommend to the Committee of the Graduate School of Education transfer credit up to a maximum of twenty-five percent of such course requirements.

Time Limitation

After admission to degree candidacy, a maximum of five years will be allowed for completion of the degree requirements. Any extension of this time must be approved by the Committee of the Graduate School of Education.

Financial Aid

A limited amount of financial aid is available. Inquiries regarding this matter should accompany application.

fields of study

PROGRAMS IN PROFESSIONAL SPECIALIZATIONS

Master of Education

	Page
Counselor Education	48
* Elementary School Counseling	49
* Secondary School Counseling	50
* Career Education Specialist	51
* College Counseling and Student Personnel	52
* Cooperative Education Coordinator	54
* Rehabilitation Counseling	56
* Community Mental Health Counseling	57
* Community Services Counseling	55
Curriculum and Instruction	58
English-Language Arts	58
General Academic	58
Reading	58
Science-Mathematics	58
Social Studies	58
Early Childhood Education	61
Administration	61
Teaching	62
Educational Administration	62
Elementary and Secondary Administration	63
Instructional Technology	63
Occupational Education	64
*Educational Research	65
*Human Development	65
*Rehabilitation Administration	66
Special Education	69
Generic Special Educator	69
Emotional Disturbance—Learning Disabilities	70
Mental Retardation—Learning Disabilities	70
Severely Handicapped	71
Early Childhood Handicapped	71
* Special Education Community Personnel	72
*Speech Pathology	73
*Audiology	74

All students must complete one of the programs as outlined below. In most cases, the sequence is designed to be very flexible. Any variations or changes must have the prior recommendation of the major adviser and approval of the Director of the Graduate School of Education.

*Teaching certification not mandatory.

MASTER OF EDUCATION CORE REQUIREMENT

Required of all candidates:

Area I — Research

50.815 Research Design in Education

Entrance into this course must be preceded by satisfactory completion of a proficiency examination in statistics administered by the Center for Programmed Instruction or by satisfactory completion of 50.841 Introduction to Educational Statistics. *Important:* 50.815 must be included among the first six courses taken by each student. (See further information under the 50.815 course description.)

All candidates must complete at least one course in each of two of the following areas:

Area II — Psychological Foundations

50.803 Child Psychology

50.804 Adolescent Psychology

These two courses are intended for students with no previous background in psychology.

50.806 Psychology of Learning

50.810 Psychology of Personality

50.811 Psychology of Thinking

It is strongly recommended that entrance into any of these courses be preceded by a course in psychology.

50.808 Seminar in Child Development

Entrance into this course *must* be preceded by a course in child psychology or human development.

50.809 Seminar in Adolescent Development

Entrance into this course *must* be preceded by a course in adolescent psychology or human development.

50.850 Communications Theory

Area III — Social Foundations

50.801 Educational Anthropology

50.802 Sociology of Education

These two courses are intended for students with no previous background in sociology and anthropology.

50.805 Personality and Social Structure

It is strongly recommended that entrance into this course be preceded by a course in sociology, cultural anthropology, or social psychology.

50.820 Seminar in Contemporary Issues in American Education

Area IV — Humanistic Foundations

50.812 History of Education

50.818 Comparative Education

50.822 Topics in the Philosophy of Education

PROGRAMS

Counselor Education

General Information

The Department of Counselor Education offers several concentrations within two major program clusters: School and College Counseling and Community and Rehabilitation Counseling. Each of the concentrations in these clusters is described on the following pages. Prospective students should apply to one of the two clusters.

The master's degree requirements may be completed by full-time students in four quarters or one calendar year. However, the Department considers these programs to be minimal and urges most students to take an additional year of study leading to the CAGS.

The practicum sequence (53.805-53.806) including the concurrently required counseling course (53.804) is offered only on a sequential basis beginning in the fall quarter. Part-time students may not begin this sequence until their second year of study. They must apply for practicum placement by April 1 of the spring preceding practicum placement.

Full-time students (eligible for practicum) will be asked to complete a practicum application either at the time of their group interview or immediately upon acceptance. In general, students should expect to spend two days (or twelve hours) weekly at their practicum sites between October 1 and June 15. Placements are made by matching student interests and experience with practicum site availability. Field site supervisors have the option of accepting or rejecting recommended students for placement in their setting. Arrangements for practicum site placement will be completed, in general, by August 1.

Some students, with special permission, may be able to use their place of employment as a practicum site provided arrangements for supplementary experience are made with their advisers.

Candidates for admission to summer and fall quarters must complete application materials no later than the preceding April 15. After the application materials are submitted, applicants will be notified by mail of dates for small group interviews with other candidates and college staff. Acceptance decisions for both part-time and full-time applicants will be mailed between April 1 and May 31.

Internships — Financial Aid

No financial aid in the form of scholarships or grants is available to students through the Department. Students should consult the Financial Aid Office of the University for information as to what is available to graduate students. However, the Department does try to develop paid Internships in various work settings as both a means to ease the financial burden and to provide a more extensive work experience. The numbers of internships are limited, and they are not necessarily available in all

programs. Their availability is entirely dependent on the interest and ability of schools or agencies to make money available for an internship position.

The opportunity for professional development makes the Internship especially attractive, and any interested student is encouraged to apply. No placements can be guaranteed, however. Applications for internships and additional information are available from the Department of Counselor Education or from the Graduate School Admissions Office.

Core Curriculum Requirements

In addition to three Foundations of Education core requirements described on page 47, all program choices in the Department have a common core of required courses as follows:

- 53.800 Philosophical Foundations of Guidance and Human Services
- 53.801 Tests and Test Procedures
- 53.804 Counseling Theory and Process
- 53.805-53.806 Counseling Practicum

One of the following:

- 53.813 School Counseling Strategies
- 53.814 Vocational Counseling Strategies
- 53.815 Rehabilitation Counseling Strategies
- 53.816 Psychological Counseling Strategies

The Counseling Practicum is always specific to the particular concentration to which the student has been admitted. These core requirements constitute nine of the twelve courses required for the master's degree. The remaining three courses will be selected in consultation with the adviser. These course selections must be approved by the adviser prior to registration.

School and College Counseling Programs

Program concentrations in this cluster include preparation for positions in elementary school counseling, secondary school counseling, career education, college counseling, student personnel, and cooperative education.

Elementary Counseling Program

The Elementary School Counseling Program prepares students to: 1) help children to grow in self-understanding and in positive fuller use of potential; 2) help parents to understand the developmental needs of all pupils and work with parents to meet the individual needs of their own children in the school situation; 3) participate in creating a school environment conducive to learning and growth for all children; and 4) participate in curriculum development and change. The training focuses on developing competencies in individual counseling, group counseling, consulting,

50 / FIELDS OF STUDY

testing, and parent counseling. Students are prepared to work with children, parents, and teachers in schools and related settings.

Elementary Counseling Practicum placements are made in a variety of urban and suburban elementary schools and in child guidance clinics.

Sample Program for Elementary Counseling Program:

Departmental Requirements

- 53.800 Philosophical Foundations of Guidance & Human Services
- 53.801 Tests and Test Procedures
- 53.804 Counseling Theory and Process
- 53.805-53.806 (01) Practicum in Elementary Counseling I, II

Specialized Courses

- 53.810 Elementary School Guidance
- 53.813 School Counseling Strategies
- 53.824 Individual Intelligence Testing

Required Foundations Core Course

- Area I 50.815 Research Design in Education

Recommended Foundations Core Courses

- Area II
 - 50.806 Psychology of Learning or
 - 50.810 Psychology of Personality or
 - 50.808 Seminar in Child Development
 - 50.807 Abnormal Psychology
- Area III
 - 50.802 Sociology of Education or
 - 50.805 Personality and Social Structure or
 - 50.820 Seminar in Contemporary Issues in American Education

Electives (Choose one)

- 53.808 Group Counseling or
- 53.811 Family and Parent Counseling or
- 56.807 Learning Disabilities

Secondary Counseling Program

The Secondary School Counseling Program assumes that there are things which the school counselor can do to make the school a better place in which to learn and to teach. Various ways in which the guidance person can work with pupils, parents, teachers, administrators, and community agencies as a counselor, as a consultant, and as a coordinator are emphasized. The focus of the program is on the practical background knowledge and the specific skills the counselor needs for helping students to learn more effectively, to make decisions more maturely, and to achieve personal fulfillment more completely.

Secondary Counseling practicum placements are made in a variety of urban and suburban secondary schools and school outreach programs.

Sample Program for Secondary Counseling Program:

Departmental Requirements

- 53.800 Philosophical Foundations of Guidance & Human Services
- 53.801 Tests and Test Procedures
- 53.804 Counseling Theory and Process
- 53.805-53.806 (02) Practicum in Secondary Counseling I, II

Specialized Courses

- 53.802 Vocational Development and Occupational Information
- 53.813 School Counseling Strategies

Required Foundations Core Courses

- Area I 50.815 Research Design in Education

Recommended Foundations Core Courses

- Area II 50.806 Psychology of Learning or
- 50.810 Psychology of Personality or
- 50.809 Seminar in Adolescent Development
- 50.807 Abnormal Psychology
- Area III 50.802 Sociology of Education or
- 50.805 Personality and Social Structure or
- 50.820 Seminar in Contemporary Issues in American Education

Electives (Choose two)

- 53.808 Group Counseling
- 53.811 Family and Parent Counseling
- 53.814 Vocational Counseling Strategies
- 56.807 Learning Disabilities

Career Education Program

The Career Education Program is designed to prepare students for a variety of counselor-type roles within the career education orientation. These newly emerging roles within the broad field of career education encompass three specific dimensions of training: 1) the organization and utilization of career information as a resource; 2) the development of job placement—job counseling skills; and 3) the innovation of appropriate curriculum practices and revisions. The program is designed so that at the practicum phase of their training students can be placed in field settings where they can obtain actual experience in all three of these dimensions of career education. This program is intended for students who have experience and/or an interest in working with school-age youth — grades kindergarten to twelve — in the area of career development and work placement.

Career Education Specialist Practicum placements are made in both comprehensive and vocational-technical schools where there is an emphasis on career education and/or work-study type programs.

Sample Program for Career Education Specialist:

Departmental Requirements

- 53.800 Philosophical Foundations of Guidance & Human Services
- 53.801 Tests and Test Procedures
- 53.804 Counseling Theory and Process
- 53.805-53.806 (03) Career Education Practicum I, II

Specialized Courses

- 53.802 Vocational Development and Occupational Information
- 53.814 Vocational Counseling Strategies
- 52.816 Seminar in Career Education

Required Foundations Core Course

- Area I 50.815 Research Design in Education

Recommended Foundations Core Courses

- Area II 50.806 Psychology of Learning or
50.810 Psychology of Personality or
50.809 Seminar in Adolescent Development
- Area III 50.802 Sociology of Education or
50.805 Personality and Social Structure or
50.820 Seminar in Contemporary Issues in American Education

Electives (Choose one)

- 53.807 Administration of Guidance Services
- 53.808 Group Counseling
- 53.813 School Counseling Strategies

College Counseling and Student Personnel Services Program

Preparation for both college counseling and student personnel positions is similar and based on the assumption that the student personnel worker must have the human relations skills of the counselor, and the counselor must have an understanding of both the learning development needs of students and the instructional environment of the college setting. Graduates will have a basic knowledge of vocational development and career planning, information-gathering, interviewing techniques, decision-making strategies, and group process. Students may then choose to emphasize the counseling role in the counseling center or the student personnel role, which is more programmatic, within the institution. Practicum placements can be varied to suit individual interests. Positions for graduates may include counseling in junior colleges or residence halls; counseling in financial aid, student activities, or admissions offices; or that of assistant to a dean of students.

College Counseling and Student Personnel Practicum placements are made in a variety of junior college, college, and university settings in the Greater Boston area. In addition to counseling center placements, there are

placements in residence halls, financial aid offices, and other student personnel program offices. Placements are also made in such higher education related settings as the Center for Alternative Education, a personal development program.

Sample Program for College Counseling Program:

Departmental Requirement

- 53.800 Philosophical Foundations of Guidance & Human Services
- 53.801 Tests and Test Procedures
- 53.804 Counseling Theory & Process
- 53.805-53.806 (04) College Counseling Practicum I, II

Specialized Courses

- 53.809 The College Student and The Campus
- 53.814 Vocational Counseling Strategies or
- 53.816 Psychological Counseling Strategies

Required Foundations Core Course

- Area I 50.815 Research Design in Education

Recommended Foundations Core Courses

- Area II 50.810 Psychology of Personality or
- 50.809 Seminar in Adolescent Development
- 50.807 Abnormal Psychology
- Area III 50.805 Personality and Social Structure or
- 50.820 Seminar in Contemporary Issues in American Education

Electives (Choose three)

- 53.814 Vocational Counseling Strategies or
- 53.816 Psychological Counseling Strategies
- 53.808 Group Counseling
- 53.802 Vocational Development and Occupational Information
- 53.811 Family and Parent Counseling

Sample Program for Student Personnel Services Program:

Departmental Requirements

- 53.800 Philosophical Foundations of Guidance & Human Services
- 53.801 Tests and Test Procedures
- 53.804 Counseling Theory & Process
- 53.805-53.806 (05) Student Personnel Practicum I, II

Specialized Courses

- 53.809 The College Student and The Campus
- 53.814 Vocational Counseling Strategies
- 53.812 Seminar in Student Personnel Work

Required Foundations Core Course

Area I 50.815 Research Design in Education

Recommended Foundations Core Courses

Area II 50.810 Psychology of Personality or
 50.809 Seminar in Adolescent Development
 50.807 Abnormal Psychology
 Area III 50.805 Personality and Social Structure or
 50.820 Seminar in Contemporary Issues in American
 Education

Electives (Choose one)

52.864 Typologies of Higher Education
 52.868 The Community College

Cooperative Education Program

The rapid expansion of cooperative education programs in higher education throughout the United States has increased the need for trained persons to staff the centers that coordinate and operate these programs. Northeastern University is the largest cooperative education institution in the world, and as such, can provide an excellent opportunity for the student interested in this aspect of higher education. At the master's level the preparation emphasizes a counseling base because the coordinator's prime role involves student contact. The three major elements in the coordinator's role are 1) vocational decision-making counseling; 2) work placement and work evaluation; and 3) curriculum development within the institution. The coordination function involves providing links between the student and his educational program, and the employer and his work setting. These two elements are combined to produce a total educational experience for the student. Preparation beyond the master's degree can lead to careers in student personnel, counseling, higher education administration, or cooperative education administration.

Cooperative Education Coordinator placements will be made in the Division of Cooperative Education, Northeastern University, and in other colleges and junior colleges in the area that have or are developing cooperative education programs.

Sample Program for Cooperative Education Specialist:

Departmental Requirements

53.800 Philosophical Foundations of Guidance &
 Human Services
 53.801 Tests and Test Procedures
 53.804 Counseling Theory & Process
 53.805-53.806 (06) Cooperative Education Practicum I, II

Specialized Courses

- 53.802 Vocational Development and Occupational Information
- 53.809 The College Student and The Campus
- 53.814 Vocational Counseling Strategies
- 52.824 Administration of Cooperative Education

Required Foundations Core Course

- Area I 50.815 Research Design in Education

Recommended Foundations Core Courses

- Area II 50.806 Psychology of Learning or
- 50.809 Seminar in Adolescent Development or
- 50.810 Psychology of Personality
- Area III 50.802 Sociology of Education or
- 50.805 Personality and Social Structure or
- 50.820 Seminar in Contemporary Issues in American Education

Electives (Choose one)

- 53.808 Group Counseling
- 53.816 Psychological Counseling Strategies

Community Mental Health, Community Services, Rehabilitation Counseling Programs

This cluster provides applied training in three programmatic areas of study: Community Services Counseling (preventive mental health), Rehabilitation Counseling and Community Mental Health Counseling. These programs emphasize three aspects of professional development: field-based training, didactic learning and personal growth. Field-based training is accomplished through extensive practicum work in clinics and agencies in the metropolitan Boston area; didactic learning occurs in graduate courses and practicum supervision on campus and in the field. Personal growth is encouraged through consultation with program advisers, field supervisors and in group counseling courses.

Community Services Program

The Community Services counseling program is designed to prepare students to work in a variety of human services agencies providing preventive mental health, informational, supportive and recreational services for broad segments of the population regarded as behaving normally. Much of the work could be categorised as preventive community health. Graduates will have a basic knowledge of vocational development and career planning, information-gathering, interviewing techniques and decision-making strategies. They will have a knowledge of psychometrics, adolescent and adult personality development, procedures in educational and vocational placement and the utilization of multiple helping agencies in meeting clients' needs. They will have skills in individual and small group counseling and decision-making procedures.

Community Services Counseling practicum placements will include state offices of the Division of Employment Security, Manpower Training Programs, Model Cities Programs, YMCA, YWCA, Boys' Clubs, Girls' Clubs, recreational facilities, community centers, drop-in centers, Youth Activities Commission, and career planning agencies.

Sample Program for Community Services Counseling Program:

Departmental Requirements:

- 53.800 Philosophical Foundations of Guidance & Human Services
- 53.801 Tests and Test Procedures
- 53.804 Counseling Theory and Process
- 53.805-53.806 (07) Community Services Practicum I, II

Specialized Courses:

- 53.814 Vocational Counseling Strategies
- 53.808 Group Counseling

Required Foundations Core Course:

- Area I 50.815 Research Design in Education

Recommended Foundations Core Courses

- Area II 50.810 Psychology of Personality or
50.809 Seminar in Adolescent Development or
50.807 Abnormal Psychology
- Area III 50.805 Personality and Social Structure

Electives (Choose two):

- 53.802 Vocational Development and Occupational Information
- 52.816 Seminar in Career Education
- 53.816 Psychological Counseling Strategies
- 56.956 Community Planning in Rehabilitation

Rehabilitation Counseling Program

The Rehabilitation Counseling program is designed to prepare students to deliver comprehensive services to disabled and handicapped populations with the ultimate objective of improving the nature of their social, family, and personal functioning. The population to be served includes the physically handicapped, mentally ill, mentally retarded, alcohol and drug addicted, chronically dependent, and penal offenders. Graduates of this program will be generally familiar with the nature of physical, mental, and social handicaps; with the existing rehabilitative services through work experiences, field visits, reading and discussions with agency personnel; with the elements of rehabilitation operations, including systematic evaluation, individual counseling, planning for additional needed examinations and services, planning for training, vocational planning and placement, and follow-up services in the community.

Rehabilitation counseling practicum placements are made in community workshops for the physically handicapped, mentally ill, mentally retarded; workshops and half-way houses for drug addicts, alcoholics, and penal offenders; rehabilitation centers in mental hospitals, schools for mentally retarded and correctional institutions; rehabilitation programs for dependent persons in the welfare department and in the Massachusetts Rehabilitation Commission.

Sample Program for Rehabilitation Counseling Program:

Departmental Requirements

- 53.800 Philosophical Foundations of Guidance & Human Services
- 53.801 Tests and Test Procedures
- 53.804 Counseling Theory and Process
- 53.805-53.806 (08) Rehabilitation Counseling Practicum I, II

Specialized Courses

- 53.815 Rehabilitation Counseling Strategies
- 56.950 Introduction to Rehabilitation
- 56.951 Medical Rehabilitation

Required Foundations Course

- 50.815 Research Design in Education

Recommended Foundations Core Courses

- Area II 50.810 Psychology of Personality or
50.807 Abnormal Psychology
- Area III 50.805 Personality and Social Structure

Electives (Choose one)

- 53.808 Group Counseling
- 53.811 Family and Parent Counseling
- 56.983 Rehabilitation of the Alcoholic and Drug Dependent
- 56.984 Rehabilitation of the Penal Offender

Community Mental Health Counseling

The Community Mental Health Counseling program is designed to prepare students to assist in the delivery of comprehensive mental health services to individuals, families and groups experiencing personal, developmental and social problems. Graduates will be introduced to the major approaches to individual, group, marriage and family counseling. They will have some knowledge of important environmental effects on the behavior of various client populations. Because of the comprehensive nature of the community mental health field, students seeking admission to this program should give serious consideration to a two-year commitment or its equivalent leading to the completion of both a M.Ed. degree and a Certificate of Advanced Graduate Study.

Community Mental Health Counseling practicum placements are made in out-patient clinics, in-patient facilities, community mental health centers, city hospitals having family counseling services, state mental hospitals, drop-in centers, career planning agencies, adolescent counseling programs, street-work and out-reach counseling programs.

Sample Program for Community Mental Health Counseling Program:

Departmental Requirements

- 53.800 Philosophical Foundations of Guidance & Human Services
- 53.801 Tests and Test Procedures
- 53.804 Counseling Theory and Process
- 53.805-53.806 (09) Community Mental Health Practicum I, II

Specialized Courses

- 53.816 Psychological Counseling Strategies
- 53.808 Group Counseling
- 53.811 Family & Parent Counseling
- 53.831 Advanced Group Counseling

Required Foundations Core Course

- Area I 50.815 Research Design in Education

Recommended Foundations Core Courses

- Area II 50.807 Abnormal Psychology or
50.808 Seminar in Child Development or
50.809 Seminar in Adolescent Development
- Area III 50.805 Personality and Social Structure

Electives (Choose one)

- 56.956 Community Planning in Rehabilitation
- 53.818 Case Studies in Marriage and Family Counseling
- 53.830 Seminar in Contemporary Issues in Counseling

Curriculum and Instruction (Including Programs in Reading)

The programs in Curriculum and Instruction are appropriate for certified or experienced teachers who wish to prepare for instructional leadership and curriculum development responsibilities, who wish to expand their professional backgrounds in subject matter or pedagogy, or who wish to achieve reading certification.

This program will enable its graduates:

- (1) to view the educational process as an ongoing activity embodying both continuity in each of its parts and inter-relatedness among its parts;
- (2) to plan and institute learning activities which promote continuity and inter-relatedness;
- (3) to evaluate and modify appropriately existing programs and practices in their special fields;

- (4) to identify educational needs, analyze them, and develop suitable plans to meet them;
- (5) to institute desired changes in educational practice.

The following roles are some of those for which graduates of the program will be prepared:

- (1) specialist in a particular content area, such as reading, mathematics, science, social studies, English-language arts, at one or more levels — elementary, secondary, or adult education;
- (2) curriculum specialist in a variety of educational settings;
- (3) instructional specialist such as team leader, conductor of workshops, master teacher, and so forth, in a school or other educational setting.

The Master of Education in Curriculum and Instruction is divided into four basic areas of study:

1. Master of Education Core
2. Curriculum and Instruction Core

The Curriculum and Instruction Core consists of two sequential courses which individually and together emphasize a unitary view of the processes of curriculum development and instructional practices at all levels of education and in all school subjects. The Curriculum and Instruction Core is taught jointly by members of the Department, and students have the unique opportunity of studying with a wide range of faculty, each contributing his individual expertise and perspective within the context of the common purpose.

3. Specialization

A specialization consists of a number of courses constructed around a broad area through which students can pursue their specific interests while at the same time keeping sight of larger contexts. The courses are taught jointly by members of the Department of Curriculum and Instruction, grouped according to the commonalities among their subjects, thus giving students the opportunity to work within a context which, while recognizing the discreteness of a subject, at the same time encourages recognition of what this subject shares with its fellows in its area.

Students will normally select one area of specialization from those listed below, depending upon their background and interests. Students whose interests lie outside the above areas will be permitted to design, with their advisers, a program to meet their needs. Students seeking reading certification will fulfill the state requirements by completing the courses in the Reading specialization.

4. Electives

The elective portion of the Curriculum and Instruction Program will enable students to pursue other areas of interest which will complement or extend their area of specialization. Electives can be selected broadly from the offerings of the Graduate Schools of the University.

Specimen Programs

Master of Education Core

Three courses as defined on page 47.

Curriculum and Instruction Core*

51.880 Evolution and Revolution in the School Curriculum

51.881 The Dynamics of Innovation in Curriculum and Instruction
(51.881 is not a required course for students specializing in Reading.)

*Students who have completed 51.801 may be excused from 51.880 or 51.881 with the approval of the adviser.

Specializations

Science-Mathematics

51.837 Curriculum Problems in Science and Mathematics

51.838 Seminar in Science and Mathematics Teaching

51.839 Implementing Change in Science and Mathematics Education
Electives (four to be approved by adviser)

or

Social Studies

51.851 Seminar in Current Issues in the Social Studies

51.853 History and the Social Sciences in the School Curriculum

51.854 Social Science Materials Seminar
Electives (four to be approved by adviser)

or

English-Language Arts

51.870 Developmental Reading and Writing

51.871 Reading and Language Disabilities I

51.872 Literature and Materials Seminar
Electives (four to be approved by adviser)

or

Reading

51.870 Developmental Reading and Writing

51.871 Reading and Language Disabilities I

51.872 Literature and Materials Seminar

51.873 Reading Clinic I

51.874 Reading and Language Disabilities II

51.875 Reading Clinic II
Electives (two to be approved by adviser)

or

General Academic

51.870 Developmental Reading and Writing

51.871 Reading and Language Disabilities I

51.837 Curriculum Problems in Science and Mathematics Education

- 51.838 Seminar in Science and Mathematics Teaching
 - 51.853 History and the Social Sciences in the School Curriculum
 - 51.854 Social Science Materials Seminar
- Elective (one to be approved by adviser)

or

Combined Reading Certification

A special program offering the Liberal Arts or non-Education graduate the opportunity to earn the Master of Education degree plus teacher certification (elementary or secondary) and certification as a reading specialist (K-12). This program is for full-time students only and will take a minimum of five full-time quarters to complete. Students will be accepted to begin in the Summer or Fall quarters. (See page 75 for description of the teacher certification part of this program.)

or

Other Purposes

A student who wishes to specialize in curriculum and instruction in a field not included in those listed above should make an appointment with an adviser for this program who will help him develop an appropriate course of study by drawing on courses offered throughout the Graduate Schools of the University.

Each candidate's program must be approved by his faculty adviser before he begins his course of study. A student admitted to special student status who feels he may eventually wish to be admitted to degree candidacy must consult with an appropriate faculty adviser before he enrolls in any course.

Early Childhood Education

In the field of Early Childhood Education two distinct programs are provided at the master's degree level. The programs are in the areas of Administration of Early Childhood Education and Teaching in Early Childhood Education.

Administration of Early Childhood Education

This program is designed to prepare the student for entry into the field of Administration of Early Childhood Education, to assume such positions as administrator or director of day care centers, nursery schools, kindergartens, and similar organizations. Students completing the program will be expected to display effective administrative behavior related to Early Childhood Education based upon knowledge of children, learning, and the administrative process. A typical program is as follows:

Master of Education Core (required of all candidates)

50.815 Research Design in Education

50.808 Seminar in Child Development

One additional course from Area III (Social Foundations) or Area IV (Humanistic Foundations)

Educational Administration Requirements

- 52.810 Leadership in Education: Part I
- 52.811 Leadership in Education: Part II
- 52.813 Instructional Leadership: Curriculum Development and Supervision
- 52.826 Administration of the Elementary School
- 52.843 Administrative Internship
- 52.828 Administration of Early Childhood Education
- 53.811 Family and Parent Counseling
- or
- 56.835 Socio- and Psychodynamics of Family Life

Electives

Two courses chosen in consultation with an adviser

Teaching in Early Childhood Education

This program is designed to prepare certified elementary teachers for an instructional or related role in the field of Early Childhood Education such as teacher, coordinator, or supervisor in day care centers, nursery schools, kindergartens, and similar organizations. Students completing the program will be expected to display effective instructional behavior related to Early Childhood Education based upon knowledge of children, teaching and learning. A typical program is as follows:

Master of Education Core (required of all candidates)

- 50.815 Research Design in Education
- 50.808 Seminar in Child Development
- One additional course from Area III (Social Foundations) or Area IV (Humanistic Foundations)

Early Childhood Program Requirements

- 51.880 Evolution and Revolution in the School Curriculum
- 51.881 Dynamics of Curriculum Design
- 56.848 Early Childhood Learning Problems—Identification and Program Development
- 93.801 Seminar in Early Childhood Education Theory and Practice
- 93.802 Practicum in Early Childhood Education I
- 93.803 Practicum in Early Childhood Education II
- 53.811 Family and Parent Counseling
- or
- 56.835 Socio- and Psychodynamics of Family Life

Elective

One course chosen in consultation with an adviser

For course descriptions see appropriate departmental offerings as well as inter-departmental courses.

Educational Administration

In the field of educational administration, three distinct programs are provided at the master's degree level. These programs are in the areas of

elementary and secondary school administration, instructional technology, and occupational education.

Elementary and Secondary Administration

This program is designed to prepare the student for initial entry into the field of educational administration, preparing him for such beginning positions as assistant principal, principal of a small school, department chairman, special program director, or beginning administrator in allied fields, as well as to serve as a foundation for further graduate study. A typical program is as follows:

Master of Education Core (required of all candidates)

Three courses as defined on page 47.

Educational Administration Requirements

52.810 Leadership in Education: Part I

52.811 Leadership in Education: Part II

Departmental Program of Study

52.813 Instructional Leadership: Curriculum Development and Supervision

52.805 Simulated Problems: Secondary School Administration and/or

52.814 Simulated Problems: Elementary School Administration

52.806 Directed Field Experiences in the Administration of the Elementary School

52.807 Directed Field Experiences in the Administration of the Secondary School

52.808 Seminar in Educational Administration

52.826 Administration of the Elementary School and/or

52.827 Administration of the Secondary School

Electives (to be approved by adviser)

Upon completion of the above program, a comprehensive examination is given to each student.

Instructional Technology

In recent years considerable growth and expansion has taken place in the area of technology for instructional purposes. With this thought in mind, the master's degree in this field has been created. It is aimed at formally preparing students to serve effectively as directors of such programs in schools, colleges, government, and industrial settings. This program does not automatically lead to certification as an Audiovisual Media Specialist; those seeking such certification should consult their program adviser.

A typical program:

Master of Education Core (required of all candidates)

Three courses as defined on page 47.

Educational Administration Required Courses (3)

52.810 Leadership in Education: Part I

52.811 Leadership in Education: Part II

52.813 Instructional Leadership: Curriculum Development and Supervision

Instructional Technology Required Courses (5)

52.822 Foundations of Instructional Communications and Technology

52.823 Principles of Instructional Systems Development

52.817 Design, Production, and Utilization of Instructional Materials.

52.818 Developing Curriculum Learning Packages

52.821 Administration of Instructional Media Programs

Upon completion of the above program, a comprehensive examination is given to each student.

Occupational Education

This program of study is designed to equip prospective administrators and supervisors of occupational and career education with understandings, skills, and technical competencies which will enable them to assume and perform leadership functions in such positions as coordinators, supervisors, or district-wide directors in elementary schools, regular or comprehensive secondary schools, specialized vocational schools, community colleges, or at the state level. Satisfactory completion of an oral conference and a written comprehensive examination is also a requirement of this program.

Master of Education Core (required of all candidates)

Three courses as outlined on page 47.

Educational Administration Requirements (4)

52.810 Leadership in Education Part I

52.811 Leadership in Education Part II

52.813 Instructional Leadership: Curriculum Development and Supervision

52.826 Administration of the Elementary School
or

52.827 Administration of the Secondary School

Departmental Program of Studies in Occupational Education (5)

52.806 Directed Field Experiences in the Administration of the Elementary School

52.807 Directed Field Experiences in the Administration of the Secondary School

52.815 Simulated Problems: Administration of Occupational Education

52.816 Seminar in Career Education

52.843 Internship—other appropriate occupational electives from the Graduate School of Education.

Educational Research

This program is designed to train educational researchers who will have: 1) an understanding of the nature and characteristics of research as it is carried on in educational research agencies; 2) a basic knowledge of research methodology and related theory that will enable them to assist at all stages of educational research; and 3) the technical skill to carry out independently the operational aspect of educational research.

The objectives stated above and the related competencies are achieved through an integrated program of study. This program may be taken on a full- or part-time basis, and study may begin in any quarter. A full-time student will normally complete degree requirements in one academic or calendar year (three or four quarters). The culminating component of the program is the planning, executing, and writing up of research for a thesis, intended as a small-scale but original investigation into a significant educational problem. The thesis may be presented in one of several formats selected jointly by the student and the adviser.

All candidates will be required to complete the following program:

Master of Education Core (required of all candidates)

50.815 Research Design in Education (Area I)

Two courses from the remaining areas as described on page 47.

Educational Research Requirements

50.841 Introduction to Educational Statistics

50.842 Intermediate Educational Statistics

50.817 Advanced Research Design in Education

50.847 Introduction to Computer Programming: FORTRAN IV

50.891 Thesis (equivalent to two courses)

or

50.845-846 Independent Research Seminars I & II

Electives (three)

Human Development

The overall objective of this program is to provide opportunities for practicing and prospective educators to expand and deepen their knowledge and understanding of human development in its psychological and social aspects. Completion of the program does not lead to state certification, and a teaching certificate is not required for admission to the program. However, the program can provide a useful background for persons teaching, or planning to teach, psychology and behavioral science in secondary and elementary schools. It can also serve as introductory preparation for students who aspire to later doctoral study in the field of human development. Full-time students will take a maximum of four courses per term and will complete the program in a minimum of three quarters. Part-time students will take a maximum of two courses per term and will complete the program in a minimum of six quarters.

Candidates may begin study in any quarter and will be required to complete the following program:

Master of Education Core (required of all candidates)

50.815 Research Design in Education

Two additional courses, one from Area III (Social Foundations) and one from Area IV (Humanistic Foundations).

Human Development Requirements

50.806 Psychology of Learning

or

50.811 Psychology of Thinking

50.810 Psychology of Personality

or

50.805 Personality and Social Structure (if not taken in Ed.M. Core, above)

50.808 Seminar in Child Development

50.809 Seminar in Adolescent Development

50.819 Theories of Developmental Psychology

Electives (choice of courses or thesis):

Courses: four courses, chosen in consultation with an adviser, from those offered in the Graduate School of Education and other departments in the University

Thesis: 50.817 Advanced Research Design in Education

50.842 Intermediate Educational Statistics

50.891 Thesis (equivalent to two courses)

Rehabilitation Administration and Special Education

Rehabilitation Administration

This program is designed to prepare students for positions of administrative leadership and research in a wide range of rehabilitation and health care service agencies.

Students majoring in Rehabilitation Administration should anticipate taking 15 credit courses for the degree under either of the following options:

Plan A: For students with limited rehabilitation or administration experience.

The program will be conducted on a cooperative education basis. This means that the student will alternate periods of academic course work with paid practical experience in the field over a 21-month period.

Plan B: For students with considerable rehabilitation or administration experience.

The program takes one calendar year from September through August and includes four academic quarters. During this time the student also completes 500 hours of practical experience in the field. Under Plan B there are a limited number of federal stipends available which are issued on a competitive basis.

Plan C: For students with limited rehabilitation or administration experience who wish an alternative plan to cooperative education.

The program will take a minimum of two calendar years. During that time the student will elect his academic course work, 500 hours of practical field work experience, and a full-time internship experience.

Recommended Core Courses

- 50.805 Personality and Social Structure
- 50.807 Abnormal Psychology

Department Requirements

- 56.950 Introduction to Rehabilitation
- 56.951 Principles of Medical Rehabilitation
- 56.952 Rehabilitation and Social Services
- 56.953 Organization and Administrative Theory
- 56.961 Rehabilitation Administration I
- 56.963 Rehabilitation Administration II
- 56.832 Group Dynamics
- 56.960 Practicum in Rehabilitation Administration
- 56.956 Community Planning in Rehabilitation

Electives chosen from

- 56.957 Federal-State Relations in Rehabilitation
- 56.958 Social Welfare and Rehabilitation
- 56.959 Rehabilitation Research
- 56.962 Administration of a Sheltered Workshop
- 56.964 Rehabilitation and the Law
- 56.965 Occupational Placement
- 52.865 Systems Theory in Education
- 53.815 Rehabilitation Counseling Strategies

Interrelated Programs in Special Education

Interrelated programs in Special Education offer options to prepare for work with individuals having mild to moderate special needs (emotional disturbance, learning disabilities, mental retardation) or those having severe handicaps in one or more of the above areas. In addition, a concentration in preschool handicapped is available. For those planning to work outside the classroom with schools and/or public or private agencies, there is the program of Special Education Community Personnel (SECP).

In all but the SECP program, eligibility for certification at the elementary or secondary level is the prerequisite for a student to begin concentrating on the special education sequence. Students lacking the above may earn certification through satisfactory completion of prescribed courses in elementary or secondary education at Northeastern. Applicants certified at the secondary level may need additional preparation in areas of reading, mathematics, and methods and materials, at the elementary level, to obtain additional background for work with individuals with special needs.

Degree candidates must demonstrate competency in child psychology, abnormal psychology, and introductory statistics through previous course work or they will be required to complete such course work before graduating. The statistics course may be fulfilled by satisfactory completion of the programmed learning course in statistics given at the University.

An option leading to certification in a single area, providing the student enters the program with elementary or secondary teaching certification, or completion of the SECP program, will normally require four to five quarters of full-time graduate study, preferably beginning in the Summer Quarter. A student who needs to obtain the above certification should expect to spend additional time completing the program.

Field Work and Student Teaching or Practicum placements are an integral part of the Master's Degree program. All students are required to do two quarters of Field Work and one quarter of Student Teaching or Practicum. Educational settings utilized for field work include public and private schools, day and residential programs, and hospital-based educational facilities.

A sequenced program will be developed in consultation with the major adviser based upon the student's background, experience, and interests. It will include basic requirements of the graduate school, the Division, and the State Department of Teacher Certification, where appropriate. Massachusetts' State Department of Education is currently granting Letters of Approval until final certification requirements are established. Electives will be drawn from other programs as warranted.

Completion of all programs in special education is contingent upon the candidate's demonstration of competency in specified fields of knowledge and skills as measured by academic success and satisfactory completion of Field Work and Student Teaching or Practicum. A comprehensive examination will be taken during the quarter in which the student completes nine courses related to the Special Education degree, other than elementary or secondary teaching certification courses.

Students should apply for admission for either the summer or fall quarters. All admissions materials must be complete by April 15 for consideration for either of these two quarters.

Financial Aid — Traineeships

A limited number of traineeships through Federal grants is anticipated for 1976-1977. The student in need of financial help should discuss the matter during the interview with the Division faculty member. The Department has also attempted to develop paid internships in a variety of settings in order to offer students other opportunities for professional development as well as a means of financial assistance. Students selected for an internship will need to plan for a program extending over approximately two years. (Refer also to Financial Aid, page 30.)

Core Curriculum Requirements

In addition to the Foundations of Education core requirements described on page 47 and the prerequisites described above, the programs in the Division of Special Education have the following common core of required courses:

- 55.806 Language Disturbances in Children
- 56.807 Learning Disabilities
- 56.840 Psychology of Mental Retardation and other Handicapping Conditions
- 56.846-56.847 Special Education Methods and Materials Related to Measurement and Evaluation
- 56.880-56.881 Etiology and Development of Deviations in Special Needs Individuals
- Field Work and Seminar
- Student Teaching and Seminar or Practicum and Seminar

Any core curriculum requirement may be waived if, in the opinion of the adviser, the student has had an equivalent course.

Field Work and Student Teaching or Practicum are specific to the student's major interest. With the written approval of the student's adviser, a student who is approved, certified, or able to be approved in an area of Special Needs, will be required to do Field Work but may not be required to do Student Teaching. The program for each student is designed in relation to his educational and experiential background, his professional goals, and the limitations (such as approval and certification) implied by such goals.

Teacher Preparation Options

Generic Special Educator

This program option develops competencies (as delineated in Mass. Regulations for Interim Approval) as resource room and consulting teachers dealing with mildly involved special needs children.

Recommended Core Courses

- 50.815 Research Design in Education
- 50.808 Seminar in Child Development
- 50.805 Personality and Social Structure

Department Core Curriculum Requirements
see page 69.

Required Courses for Generic Special Educator

- 56.801 Alternatives for Providing Services for Special Needs Children
- 56.831 Teaching the Emotionally Disturbed

70 / FIELDS OF STUDY

Further electives may be chosen in consultation with the student's academic adviser.

Field Work and Student Teaching assignments will concentrate on mild disabilities in resource room and diagnostic-prescriptive settings.

Emotional Disturbance — Learning Disabilities

This area of specialization prepares students to work with mildly to moderately handicapped pupils in a self-contained class or to work as a resource teacher where classes have been integrated.

Recommended Core Courses

- 50.815 Research Design in Education
- 50.808 Seminar in Child Development
- or
- 50.807 Abnormal Psychology
- 50.805 Personality and Social Structure

Department Core Curriculum Requirements

see page 69.

Required Courses for Emotional Disturbance-Learning Disabilities

- 56.831 Teaching the Emotionally Disturbed

Further electives may be chosen in consultation with the student's academic adviser.

Field Work and Student Teaching assignments will concentrate on various educational and residential settings.

Mental Retardation — Learning Disabilities

This area of specialization prepares students to work with mildly to moderately handicapped pupils in a self-contained class or as a resource teacher in a school where classes have been integrated.

Recommended Core Courses

- 50.815 Research Design in Education
- 50.808 Seminar in Child Development
- 50.805 Personality and Social Structure

Department Core Curriculum Requirements

see page 69.

Required Courses for Mental Retardation-Learning Disabilities

- 56.841 Development and Implementation of Programs for the Moderately Handicapped

Further electives may be chosen in consultation with the student's academic adviser.

Field Work and Student Teaching assignments will concentrate on mild to moderate disabilities in resource room and self-contained classrooms.

Severely Handicapped

Students will be prepared to function as classroom teachers in a variety of settings. Classes may be situated in private or public schools or institutions. It is recognized that the functions of the student will vary greatly depending upon the classroom setting and the requirements of children in any given classroom situation. With this in mind, students will be prepared in certain core areas and then given more specialized training in working with the severely-handicapped. The courses and practicum experience required are designed to meet with standards developed by the Department of Education of the Commonwealth of Massachusetts and similar requirements throughout the country.

Required Core Courses

- 50.815 Research Design in Education
- 50.808 Seminar in Child Development
- 50.805 Personality and Social Structure

Department Core Curriculum Requirements
see page 69.

Multiply-Handicapped Program

- 56.835 Socio- and Psychodynamics of Family Life
- 56.838 Development and Implementation of Programs for the Severely Handicapped
- 56.839 Severely Handicapped

Electives are chosen from

- 56.847 Seminar in Mental Retardation
- 56.848 Early Childhood Learning Problems — Identification and Program Development
- 55.803 Cerebral Palsy
- 55.804 Aphasia
- 55.816 Test Procedures in Speech and Language Pathology
- 55.861 Neuropathology
- 62.842 Physical Education for Students with Special Needs
- 62.860 Early Childhood Motor Patterns
- 62.864 Perceptual Motor Development
- 62.884 Movement and the Learning Process

Early Childhood Handicapped

Teachers who complete this program may function in a variety of roles: (1) teacher in a self-contained handicapped early childhood classroom; (2) teacher of an integrated program; and (3) consultant to other teachers of young children.

Prerequisite

Certificate or eligibility for certification in Massachusetts to teach at the elementary level. (This may be waived if newly developed certification procedures do not require such certification.)

Prior training, preferably with experience in "regular" early childhood education. Students without this preparation may be admitted but will be required to take additional appropriate courses.

Required Core Courses

50.815 Research Design in Education

50.808 Seminar in Child Development

50.805 Personality and Social Structure

Departmental Core Curriculum Requirements

see page 69.

Courses for Preschool Handicapped Teacher Program

56.835 Socio- and Psychodynamics of Family Life

56.848 Early Childhood Learning Problems — Identification and Program Development

53.804 Counseling Theory and Practice

Special Education Community Personnel

(A Noncertification Program)

Northeastern University, Department of Rehabilitation and Special Education, in response to identified needs and national trends, offers a program for individuals with broad interests and abilities to prepare them to function as advocates for handicapped children and youth and to act as liaison between community agencies and the school.

Implied in such a program is the possession or acquisition of knowledge of social problems, teaching, community and school organization, child development, problems of multiple handicaps, and facilities for care, treatment, and remediation. Implied also are skills in working with the handicapped, with peers in numerous professions, and with techniques of survey research. Integrated course and field work experiences will be designed to complement each applicant's background of education and experience. Approximately four to five quarters are estimated for demonstration of competence in the specified areas.

Recommended Core Courses

50.810 Psychology of Personality

50.820 Seminar in Contemporary Issues in American Education

Department Requirements

56.880-881 Etiology and Development of Deviations in Special Needs Individuals

56.840 Psychology of Mental Retardation and Other Handicapping Conditions

56.807 Learning Disabilities

56.853 Field work and Seminar

56.854 Practicum

Electives chosen from

- 56.952 Rehabilitation and Social Service
 - 56.956 Community Planning in Rehabilitation
 - 56.835 Socio- and Psychodynamics of Family Life
 - 56.839 Severely Handicapped
 - 56.845 Rehabilitation and the Special Education Teacher
 - 51.920 Methods and Materials in Adult Literacy Education
- Other courses in consultation with adviser.

Speech Pathology and Audiology

The program leading to the degree of Master of Education in either Speech Pathology or Audiology is designed to qualify candidates for membership in and certification by the American Speech and Hearing Association. Graduates of the program are also qualified for further graduate study and for employment as speech pathologists or audiologists in clinics, hospitals, public schools, and rehabilitation centers.

This program assumes that students have completed an undergraduate program in speech and hearing. Such students, who have had the necessary academic preparation and a minimum of 150 clock hours of clinical practice, may expect to devote a minimum of five or six academic quarters to complete the practicum requirement. Students who do not have the proper academic and clinical background on the undergraduate level may expect to devote a minimum of seven or eight academic quarters to complete the practicum requirements. Applicants should specify a major in either Speech Pathology or Audiology.

This program is conducted with the cooperation of a large number of community agencies.

Speech Pathology

Each student's program is individually designed with the assistance of a faculty adviser to assure that course work is distributed in all major professional areas including: diagnostics, articulation, language, fluency, voice, and audiology. The student is also advised about how his program prepares him to meet certification requirements established by the American Speech and Hearing Association.

Master of Education Core (required of all candidates)

Three courses as defined on page 47.

55.813 Advanced Clinical Practice

Speech Pathology Courses

A minimum of nine courses selected from the following or appropriate electives:

- 55.803 Cerebral Palsy
- *55.804 Aphasia
- 55.805 Disorders of Voice

*Required or an equivalent graduate level course.

- *55.806 Language Disturbances in Children
 - 55.811 Clinical Management in Stuttering
 - *55.812 Differential Diagnosis in Speech and Language Pathology
 - *55.816 Test Procedures in Speech and Language Pathology
 - 55.817 Advanced Anatomy, Neurology and Physiology of Speech-Hearing Mechanism
 - 55.822 Seminar in Oro-facial Anomalies
 - 55.823 Psycho-social Aspects of Communication Disorders
 - 55.861 Neuropathology
 - 55.824 Seminar in Speech Pathology
 - 55.860 Aphasia Rehabilitation
 - 55.863 Advanced Study of Articulation Disorders
 - 55.891 Thesis (optional)
 - 55.899 Directed Study (optional)
- Satisfactory completion of a comprehensive examination is a requirement of this program.

Audiology

Each student's program is individually designed with the assistance of a faculty adviser to assure that course work is distributed among evaluation, diagnosis, and aural rehabilitation. The student is also advised about how this program prepares him to meet certification requirements established by the American Speech and Hearing Association.

Master of Education Core (required of all candidates)

Three courses defined on page 47.

55.813 Advanced Clinical Practice

Audiology Courses

A minimum of nine courses selected from the following or appropriate electives:

- 55.814 Clinical Audiometry I
- 55.815 Clinical Audiology
- *55.817 Advanced Anatomy, Neurology, and Physiology of Speech-Hearing Mechanism
- *55.818 Pathologies of the Ear
- 55.819 Clinical Audiometry II
- 55.820 Physiological Acoustics
- 55.821 Seminar in Audiology
- 55.823 Psycho-social Aspects of Communication Disorders
- 55.862 Psycho-acoustics
- 55.825 Teaching Speech to Deaf Children
- 55.826 Teaching Language and Reading to Deaf Children
- 55.828 Aural Rehabilitation
- 55.891 Thesis (optional)
- 55.899 Directed Study (optional)

Satisfactory completion of a comprehensive examination is a requirement of this program.

*Required or an equivalent graduate level course.

Teaching the Deaf

The following curriculum in the preparation of teachers of the deaf is offered in affiliation with the Boston School for the Deaf. Candidates lacking prerequisite courses will be required to complete them prior to the following program.

Master of Education Core (required of all candidates)

Three courses as defined on page 47.

Teaching the Deaf Requirements

55.814 Clinical Audiometry I

55.815 Clinical Audiology

55.816 Test Procedures in Speech and Language Pathology

55.825 Teaching Speech to the Deaf

55.826 Teaching Language and Reading to the Deaf

55.827 Methods and Materials in Deaf Education

55.828 Aural Rehabilitation

55.852 Practicum: Teaching the Deaf (8 quarter hours)

NONDEGREE PROGRAM FOR CERTIFICATION OF ELEMENTARY AND SECONDARY TEACHERS

This program is designed to qualify college graduates for certification as elementary or secondary teachers in the Commonwealth. Students who are interested in qualifying to teach in other states should obtain a copy of that state's certification requirements and bring it to the initial interview with their advisers.

This program is open to individuals who meet the general admission requirements for the Master of Education degree. In addition, students whose backgrounds may not include an approved course in such areas as human development or learning must take such a course either before they enter the program or before student teaching. Furthermore, candidates for secondary certification must have completed, before admission, 36 quarter hours of courses in the field in which they are preparing to teach, with a QPA for all courses taken in that field of at least 2.000. No special students will be admitted to these courses; no transfer of courses or credit will be allowed.

This is a part-time, integrated, one-year program which begins in the Fall Quarter and continues through the following Winter and Spring Quarters. It requires that a student attend classes two nights a week during the Fall and Winter Quarters and spend full-time (days) as a student teacher in a school during the Spring Quarter.

The program consists of a sequence of inter-related activities led by a team of teaching specialists in elementary and secondary education and in the fields of mathematics, English, reading, science, and history and the social sciences.

Course Sequence

(The courses must be taken in the order listed):

Fall Quarter

- 51.800 Principles of Teaching
- 51.863 Methods and Materials for Teaching Children I
or
- 51.865 Methods and Materials for Teaching Adolescents and Adults I

Winter Quarter

- 51.801 Curricula of American Schools
- 51.864 Methods and Materials for Teaching Children II
or
- 51.866 Methods and Materials for Teaching Adolescents and Adults II

Spring Quarter

- 51.805 Student Teaching with Related Seminar
- Applications for Student Teaching must be received by the Director of Field Placement no later than October 15.

This program does not lead to any degree. However, applicants who are able to be full-time graduate students may apply for simultaneous admission to most programs requiring certification in the Graduate School of Education. Such students may take one or two courses in the degree program along with the certification courses (except during the Student Teaching quarter when no courses may be taken), but must complete certification requirements during the first year of study. Twelve quarter hours (3 courses) taken in the nondegree program may be used as electives in a master's program subject to approval of the adviser. Students who cannot devote full-time to graduate study may apply to master's degree programs after successful completion of the certification program.

CERTIFICATE OF ADVANCED GRADUATE STUDY

The Certificate of Advanced Graduate Study is available to applicants who have demonstrated a strong background in the special field of study at the master's level and who meet the specific requirements of the Graduate School of Education and the appropriate department. CAGS programs are offered in the areas of:

Counselor Education

- Pupil Personnel Services Administration
- School Psychology
- Counseling
 - School
 - College
 - Community Mental Health
 - Rehabilitation

Educational Administration

- Cooperative Education
- Educational Administration

Higher Education

Instructional Technology

Rehabilitation and Special Education Administration

All students must complete one of the programs as outlined in the following pages. In most cases, the sequence is designed to be very flexible. Any variations or changes must have the prior recommendation of the major adviser and approval of the Director of the Graduate School of Education.

Counselor Education

The CAGS represents a second year of preparation beyond the master's degree for the counseling and human services field. This is not a predoc-toral program but a terminal professional degree program. There are several major options in the Counselor Education Department: Pupil Personnel Services Administration, School Psychology, and Counseling (School, College, Community Mental Health, Rehabilitation). Students with master's degree work in rehabilitation counseling who wish to emphasize administrative preparation at the CAGS level should enter the Rehabilitation Administration program.

Each of these counselor education program concentrations presumes master's level preparation in counseling the equivalent of that offered at the University. Students whose master's program in Counselor Education lacked a practicum will be required to take 53.805-53.806 in addition to the minimum course requirements for the CAGS. Students with master's degrees in fields other than counseling will, if otherwise admissible, be required to make up a minimum of five courses from the master's program. These students will need a minimum of two years to complete the requirements for the CAGS.

In addition to the course requirements, students must pass a comprehensive examination (written and/or oral) before the certificate will be awarded.

After filing all application materials required by the Graduate School, applicants will be contacted by the Department to arrange for admissions interviews. Since there is a limited number of spaces in the CAGS program, early application is urged.

Pupil Personnel Services Administration

Students who have prepared themselves for school counseling positions and who are interested in leadership positions in guidance and pupil personnel services should choose this option. The program provides for further work in counseling, but emphasizes administrative and organizational preparation for the effective delivery of personnel services to students. Field work placements will provide for the development of skills and knowledge in planning, supervision, and delivery of services within the context of the total educational program of the school system.

A typical program is as follows:

- 53.840-53.841 Advanced Field Work
- 53.834 Advanced Theories of Behavior Change
- 53.833 Seminar in Counseling Supervision and In-Service Education
- 53.807 Administration of Guidance Services
- 52.810 Leadership I
- 52.811 Leadership II
- 52.831 Innovation and Change in American Public Schools
- 52.832 The Process of Administration
- Three Electives

Counseling

Students whose primary interest is the delivery of individual and group counseling services in a variety of settings, including, but not limited to, schools, college counseling centers, rehabilitation, and mental health centers, should choose this option. This program provides for a more "therapeutic" orientation but is not as focused on a particular setting or category of settings. Field placements will provide for the development of the student's individual and group counseling skills and will be varied according to individual need and interest. Mental health settings will tend to predominate in the field assignments.

A typical program for School, College, and Community Mental Health Counseling is as follows:

- 53.840-53.841 Advanced Field Work
- 53.834 Advanced Theories of Behavior Change
- 53.816 Psychological Counseling Strategies
- 53.818 Case Studies in Marriage and Family Counseling
- 53.831 Advanced Group Counseling
- 53.835 Psychodiagnostic Measures
- 50.819 Theories of Developmental Psychology
- 50.807 Abnormal Psychology
- Three Electives

A typical program for Rehabilitation Counseling is as follows:

- 53.840-53.841 Advanced Field Work
- 53.834 Advanced Theories of Behavior Change
- 53.831 Advanced Group Counseling
- 53.818 Case Studies in Marriage and Family Counseling
- 56.980 Psychological Problems of Disability
- 56.982 Essentials of Case Management and Supervision
- 56.983 Rehabilitation of Alcoholic and Drug Dependent
- 56.984 Rehabilitation of the Penal Offender
- Three Electives

School Psychology

The course offerings and field experiences in this program are designed to prepare students as school psychologists. In accordance with Massachu-

setts certification requirements, the goal is to develop professional competencies necessary for providing direct, specific, and practical assistance to students, classroom teachers, parents, and other school personnel in promoting an optimal psycho-educational experience. In addition to the general Certificate of Advanced Graduate Study admission requirements, applicants for the School Psychology program must have at least 24 semester hours (32 quarter hours) of undergraduate work in psychology and a master's degree in a psychology-related field.

This specialization is sponsored jointly by the Graduate School of Education and the Department of Psychology in the College of Liberal Arts. Applicants for this program will be interviewed by both the Department of Counselor Education and the Department of Psychology. The admitted student will be assigned an adviser from one of these two departments who will plan the student's program.

Courses to meet the degree and certification requirements will be selected from the Graduate School of Education and the Department of Psychology to reflect the following areas of study: learning theory, counseling strategies and interviewing, psychodiagnosis, remediation, special education, curriculum, organizational development, school structure, psychopathology, human development.

Two years of field experience as a school psychology trainee under the supervision of a certified school psychologist are required.

A typical program is as follows:

- 53.843-53.844 School Psychology Field Work
- 51.870 Developmental Reading and Writing or
- 51.871 Reading and Language Disabilities I
- 56.840 Psychology of Mental Retardation and other Handicapping Conditions
- 19.822 and 19.823 Psychopathology I and II
- 53.835 Psychodiagnostic Measures
- 53.821 Psychoeducational Prescriptions
- 53.820 Seminar in School Psychology
- Two courses in Personality and Development

*Elective(s)

*The number and selection of electives will depend upon the student's master's degree program content and state certification guidelines.

Educational Administration

Beyond the master's degree level, four advanced administrative training programs at the Certificate of Advanced Graduate Study (CAGS) level are offered. These programs are in the fields of cooperative education, educational administration, higher education, and instructional technology.

Cooperative Education

A program of study at the master's level in the area of cooperative education is located in the Counselor Education Department. The program

offered here is an advanced one aimed at the preparation of administrators of cooperative education programs in a variety of settings: the public schools, vocational-technical schools, and junior colleges, as well as at other institutions of higher learning.

A typical program is as follows:

Required Core

- 52.830 Current Issues in Educational Administration
- 52.831 Innovation and Change in American Public Schools
- 52.832 The Process of Administration
- 51.900 Cooperative Education in America
- 52.824 The Administration of Cooperative Education

Electives

A minimum of seven to be selected in consultation with the student's adviser. These courses will be drawn from the appropriate areas of administration, counselor education, or other related offerings depending upon the student's career goals in settings such as: colleges, junior colleges, public schools, and other educational agencies.

Upon completion of this program, a comprehensive examination is given to each student.

Educational Administration

The Certificate of Advanced Graduate Study (CAGS) program in Educational Administration is designed to provide the student with a closer examination of a particular administrative or supervisory position. Extending beyond the generic master's degree program, major emphasis is given to role specialization and the particular skills that should be acquired by prospective and practicing school administrators. Completion of this program should develop further the leadership capabilities essential to the student's area of specialization such as: the principalship of a large school; the assistant superintendency; the superintendency of a small district or supervisory union; directorship of federal, system-wide or state education department programs.

A minimum of 12 courses beyond the master's degree is required for completion of the program as well as satisfactory completion of a comprehensive examination.

Core Courses (required)

- 52.830 Current Issues in Educational Administration
- 52.831 Innovation and Change in American Public Schools
- 52.832 The Process of Administration

Electives

- 52.834 Educational Finance
- 52.835 School Business Management
- 52.836 Personnel Administration
- 52.837 School-Community Relations
- 52.838 School Plant Planning, Operation, and Maintenance

- 52.840 Problems in School Administration: A Simulated Experience
— The Superintendency
- 52.842 Problems in School Administration: A Simulated Experience
— Assistant Superintendent for Instructional Services
- 52.899 Direct Study
- 52.843 Administrative Internship
- 52.844 School Law
- 52.865 Systems Theory in Education
- 52.866 Politics and Educational Decision Making
- Other electives approved by adviser

Higher Education

This program of study is directed toward the training of college administrators. Emphasis is placed on the development of attitudes, understandings, and skills necessary to prepare the potential administrator and to give this development the necessary philosophic base on which the administrator can build an effective career.

A typical program is as follows:

Required Core

- 52.830 Current Issues in Educational Administration
- 52.831 Innovation and Change in American Public Schools
- 52.832 The Process of Administration

Electives

A minimum of nine to be selected in consultation with the student's adviser. These courses will be drawn from appropriate areas of administration, counselor education, and other related offerings depending upon the particular higher education specialization of the student.

Upon completion of this program, a comprehensive examination is given to each student.

Instructional Technology

The Certificate of Advanced Graduate Study (CAGS) program in Instructional Technology is designed to provide the student with advanced administrative and instructional technology skills. Four areas of contact are integrated into this advanced program. A broad exposure is presented in the field of educational administration through the core courses. Instructional technology electives provide the student with advanced techniques of using modern technology for instructional purposes. By means of educational administration electives, reasonable depth is provided in such areas as finance, physical facilities, and community relations. And finally, by means of additional electives throughout the University, further contacts and expertise may be attained.

Upon completion of this advanced program, the student is prepared to assume top leadership in the field of instructional technology in central office positions of a public school system as well as directorship of such

specialized programs in industry, government, institutions of higher learning, and privately operated instructional programs in urban settings.

A typical program is as follows:

Educational Administration Core Courses (3)

52.830 Current Issues in Educational Administration

52.831 Innovation and Change in American Public Schools

52.832 The Process of Administration

Instructional Technology Electives (minimum of 4 as approved by the adviser)

Educational Administration Electives (minimum of 4 as approved by the adviser)

Electives (optional number)

Upon completion of the above program, a comprehensive examination is given to each student.

Rehabilitation and Special Education

Rehabilitation Administration

The CAGS Program in Rehabilitation Administration is offered for students who already possess a master's degree in rehabilitation administration or its equivalent. It is intended to enable a student to develop advanced skills in the areas of program planning, decision making, communication and research design in administration. In addition, the educational experience will be substantively focused in areas of service to fields of corrections, alcohol and drug addiction, geriatrics, and social welfare.

A minimum of twelve (12) courses beyond the master's degree is required for completion of the program. In addition to course requirements and demonstration of competencies in both academic and practicum areas, students must pass a written and/or oral comprehensive examination before the certificate will be awarded.

Departmental Core Courses (Required)

56.959 Rehabilitation Research

56.980 Psychological Problems of Disability

56.981 Administrative Problems in Rehabilitation

56.986 Critical Issues in Rehabilitation Administration

Electives

56.982 Essentials of Case Management and Supervision

56.983 Rehabilitation of the Alcoholic and Drug Dependent

56.984 Rehabilitation of the Penal Offender

56.985 Rehabilitation of the Geriatric Client

52.832 The Process of Administration

52.836 Personnel Administration

52.843 Administrative Internship

52.899 Directed Study

56.832 Group Dynamics

Special Education Administration

An interrelated program at the CAGS level is designed to prepare administrators of Special Education programs in public schools and in local and state institutions and agencies.

Students entering the CAGS program in Special Education Administration must have a master's degree, equivalent to that offered at the University, in one or more areas of special education and at least three years of classroom experience. Some students may have to take prerequisite courses to satisfy deficiencies.

Core Requirements

- 52.830 Current Issues in Educational Administration
- 52.831 Innovation and Change in American Public Schools
- 52.832 The Process of Administration
- 56.953 Organization and Administrative Theory

Department Requirements

- 56.952 Rehabilitation and Social Services
- 56.870 Administration and Supervision of Special Education
- 56.839 Severely Handicapped
- 56.956 Community Planning in Rehabilitation
- 52.843 Administrative Internship

Electives

- 56.832 Group Dynamics
- 52.813 Instructional Leadership: Curriculum Development and Supervision
- 56.959 Rehabilitation Research
- 52.865 Systems Theory in Education
- 52.835 School Business Management

A minimum of twelve (12) courses beyond the master's degree is required for completion of the program.

In addition to course requirements and demonstration of competencies in both academic and practicum areas, students must pass a written and/or oral comprehensive examination before the certificate will be awarded.

DOCTOR OF EDUCATION

The Doctor of Education (Ed.D.) degree program in Leadership: Administration and Supervision is offered jointly by various departments within the College of Education and brings together a functional part of each into a single entity. The area of study, administration and supervision, is appropriate to any candidate seeking a terminal degree in the related fields of school administration, rehabilitation administration, and higher education administration. Each degree candidate is involved in an academic experience that is an individually developed program of courses

and activities. Such study will contribute to an integration of knowledge about the theoretical and pragmatic learnings pertaining to the chosen field of endeavor.

Specific concentrations may be found in elementary and secondary school administration, school central office administration, administration of special education, and pupil personnel administration. In addition to the wide range of school administrative and supervisory specializations, other program concentrations include rehabilitation administration, administration of community, junior and four-year colleges, administration of co-operative education, student personnel administration, and general educational administrative planning and development.

Although each student's program is individually developed, some general requirements apply to all. The program consists of approximately seventy-six quarter hours of study beyond the master's degree. In addition to course requirements, each student is expected to complete three quarters of full-time study in residence. Two of these quarters must be consecutive (one of which may be in the Summer Quarter), the third may occur at any time in the program or may be fulfilled through a fulltime internship. In each student's program, the major field of study must be complemented by two minor areas of study from offerings in the College of Education and other colleges within the University. Each student is expected to complete a doctoral dissertation.

The Doctor of Education degree is awarded to candidates who present evidence of proficiency, high attainment, and research, competence in their area of specialization, and who also demonstrate potential for professional educational leadership.

Following is the general type of program format that will be developed for each student.

PROGRAM OF STUDIES

Leading to the Doctor of Education Degree in Leadership: Administration and Supervision

Courses

Required Core (required of all students)

- 52.850 Doctoral Seminar in Leadership: Administration and Supervision I
- 52.851 Doctoral Seminar in Leadership: Administration and Supervision II
- 52.852 Doctoral Seminar in Leadership: Administration and Supervision III

Program Specialization (minimum of 32 quarter hours)

A planned sequence of courses in the student's specific area of concentration, i.e.,

School Administration
Rehabilitation Administration
Higher Education Administration
Cooperative Education Administration
Special Education Administration
Pupil Personnel Administration

Outside Minor Supporting Area (minimum of 12 quarter hours)

A planned sequence of graduate courses from departments within the University, but outside the College of Education.

Inside Minor Supporting Area (minimum of 12 quarter hours).

A planned sequence of graduate courses within the College of Education, but outside the student's main area of concentration.

Dissertation and Dissertation Seminar (required of all students).

In addition to these general program requirements, each student will be expected to complete a qualifying examination, provide evidence of intermediate statistical proficiency, pass final comprehensive and oral examinations. These requirements are described elsewhere in the catalog.

description of courses

All courses carry four quarter hours of credit unless indicated otherwise. Please see the current schedule for Summer, Fall, Winter, and Spring Quarter listings.

FOUNDATIONS OF EDUCATION

50.801 Educational Anthropology

Examination of schooling as a particular variety of socialization, with special attention to characteristics of societies that rely heavily on formal instruction, contrasted with less deliberately patterned techniques of child-rearing. Readings will be mainly cross-cultural, ethnographic, and historical. The emphasis of the course varies from quarter to quarter, and will be announced in the registration materials distributed in advance of each quarter. (core course)

50.802 Sociology of Education

The functioning of educational institutions in their social and cultural milieu will be examined from anthropological and sociological perspectives. The school as a social system; influence of the stratification system, youth cultures, and racial antagonisms upon the educational enterprise. (core course)

50.803 Child Psychology

A review of the principles of child development from birth to pre-adolescence. Particular emphasis will be placed on intellectual, social, and emotional development. The theoretical formulations of psychoanalysis, social learning theory, and Piaget will be discussed in the context of relevant research in these areas, as well as their educational implications. (core course)

50.804 Adolescent Psychology

Social, emotional, and intellectual development through the adolescent years. Problems in family relationships and in the adolescent's social environment as well as his adjustment in school. Case history material. (core course)

50.805 Personality and Social Structure

Human behavior from a combined psychodynamic and sociological point of view, with special emphasis on socialization and the relations between the individual and the collectivity. The integration of relevant theories from psychology, sociology, and anthropology. *Suggested Prep. a course in sociology, cultural anthropology, or social psychology.* (core course)

50.806 Psychology of Learning

The basic principles and conditions of acquisition, retention, and transfer of learning. *Suggested Prep. a course in psychology.* (core course)

50.807 Abnormal Psychology

How personality becomes disordered. Problems of neurosis, character disorders,

psychosomatic disorders, and psychoses. Current methods of clinical diagnosis and treatment will be reviewed. (With the approval of the adviser, may serve as a core course for students majoring in Counselor Education, Rehabilitation Administration, Special Education, Speech Pathology and Audiology.)

50.808 Seminar In Child Development

A seminar course with emphasis on discussion of child development theories with special reference to personality and cognitive development. Critical evaluation of research related to child development theories with particular emphasis on recent trends, new approaches, and relevance to educational theories and practices. *Prep. a course in child psychology or human development.* (core course)

50.809 Seminar In Adolescent Development

A seminar course with emphasis on discussion of major problem areas facing the adolescent in our society today. Particular emphasis will be given to social and emotional development. Included will be a survey of research in such areas as psychoanalysis, social learning, morality, and delinquency. *Prep. a course in adolescent psychology or human development.* (core course)

50.810 Psychology of Personality

An examination of theoretical approaches to the study of personality, with emphasis upon theories dealing with dynamic factors in personality development. The role of social and cultural factors, as well as implications as various theories for the therapeutic processes, will be considered. *Suggested Prep. a course in psychology.* (core course)

50.811 Psychology of Thinking

A consideration of the processes involved in cognitive organization and functioning. Topics will include: language, concept formation, and problem solving. *Suggested Prep. a course in psychology.* (core course)

50.812 History of Education

An opportunity to explore some of the historical roots of contemporary educational theory and practice, with a focus on selected aspects of educational history from antiquity to the present. Also, an opportunity to utilize knowledge gained for the development of a personal educational position. (core course)

50.814 Nature and Theory of Psychological and Educational Measurement

An examination of the logic of measurement and the nature of human capacities, aptitudes, and abilities. Characteristics of tests, ratings, questionnaires, and similar instruments are reviewed with emphasis on their reliability, validity, and useability. Item analysis procedures and test standardization are covered.

50.815 Research Design In Education

An introduction to scientific methods of research in education and related fields. Stress will be placed on critical reading and understanding of research literature, formulating research hypotheses, constructing a research proposal, and carrying out an individual or group project. This course must be included among the first six courses taken by each student. (core course)

A course in statistics, or competence in this field, as demonstrated by successful completion of a statistics proficiency exam, is required prior to taking this offering. A

no-credit, no-charge programmed course in statistics has been arranged for this purpose and is available through the University's Learning Center, 406 Dodge. The regular tuition course, 50.841, is also available. Students choosing the proficiency exam route may also use the services of a special teaching assistant who has been appointed to advise and assist them. The office hours and location of the teaching assistant will vary from quarter to quarter and may be obtained from the Foundations Department Secretary in 306 Cushing.

50.817 Advanced Research Design in Education

Each student will identify a research problem, review the relevant research literature, design an appropriate methodology, and prepare a written research proposal. *Prep. 50.815 Research Design in Education*

50.818 Comparative Education

Introduction to education in other nations, and exploration of its relationships with the political, economic, social, and cultural milieu. Selected countries in Western and Eastern Europe, South America, and Africa will be considered. (core course)

50.819 Theories of Developmental Psychology

The major developmental theories and related research of Havighurst, Erickson, Piaget, and others. *Prep. permission of instructor.*

50.820 Seminar in Contemporary Issues in American Education

Discussion of selected issues in contemporary American education such as school desegregation, compensatory education, learning problems of the disadvantaged, professionalization of teachers, etc. Review of relevant research and opinions. The topic or topics of the seminar for a particular quarter will be announced in the registration materials distributed in advance of that quarter. (core course)

50.821 Sex Roles in Education

This course identifies and examines some of the major issues related to sex roles in both the formal and informal educational systems of our society. Topics that will come under special scrutiny include: development of sex role patterns in the home and preschool and through children's books, games, and television programs; life for boys and girls in the elementary and high school classroom; sex bias in counseling and in vocational guidance and training; changes in traditional family roles and occupation hierarchies; assets and liabilities of coeducational and single sex education. The course will also allow students, in small groups, to explore their own sex role attitudes and the strategies they use to socialize young people.

50.822 Topics in the Philosophy of Education

A study of the basic assumptions underlying statements of educational content, process, and aims. Materials to be subjected to philosophical analysis are selected from educational and philosophic writings according to themes (e.g., authority and freedom, "growth" as an educational objective, the nature of educational relationships). The themes dealt with vary from quarter to quarter, depending on the concerns and interests of students and instructor. Brief lectures, mostly discussion. (core course)

50.841 Introduction to Educational Statistics

Basic descriptive statistics for measurement and research. Topics include use of

statistical notation, measures of central tendency and variability, probability and sampling techniques, theoretical distributions, linear regression and correlation, and an introduction to statistical inference. (This course, or completion of a statistics proficiency examination, is required for admission to 50.815 Research Design in Education.)

50.842 Intermediate Educational Statistics

Statistical inference of normal populations and discrete data; estimation; testing of hypotheses; multiple correlation; analysis of variance and covariance; contingency; the chi-square test and other non-parametric tests. Emphasis is given to application in educational research. *Prep. completion of an introductory course in statistics or completion of a proficiency examination in statistics or permission of instructor.*

50.845-846 Independent Research Seminars I and II (4 quarter hours each)

Focus is on the design, conduct, analysis, and reporting of data from an individual research project. This project may be original or secondary, applied, theoretical, or action research and must be substantially larger in scope than that accommodated by Directed Study. Evaluation will be based on oral and written interim reports in Seminar I and oral and written final reports in Seminar II. This course will serve as an option to the thesis requirement only for students enrolled in the master's degree program in Educational Research.

50.847 Introduction to Computer Programming: FORTRAN IV

A laboratory course designed to develop facility in the use of a wide range of data processing equipment in educational research. Students will be introduced to the basic principles of computer programming, but emphasis will be placed on the applicability and use of existing statistical programs.

50.850 Communications Theory

An introduction to communications theory, covering models of the communication process, attitude changes, information, innovation, dissemination and flow, communication modalities, and language processing. (core course)

50.891 Thesis

A research activity that may be elected by the student in lieu of two courses (8 quarter hours), with the approval and recommendation of the adviser.

50.892 Dissertation Seminar

This seminar is open only to doctoral candidates who are ready to begin work on their dissertations. Although the dissertation proposal is formulated independently of the seminar, with the doctoral adviser and committee, this seminar will aid in proposal development and provide information on methodology, style, and mechanics of dissertation writing. *Prep. course in research methods in education (50.815 or equiv.) or permission of the instructor.*

50.895 Institute in Foundations of Education

(See general institute description on page 122.)

50.898 Workshop in Foundations of Education

(See general workshop description on page 123.)

50.899 Directed Study

This experience is provided for the student whose unique academic needs or interests cannot be adequately satisfied in any of the scheduled courses of the Department. *Prep. approval of the Chairperson of the Department and of the Director of the Graduate School of Education. (Approval forms must be submitted during the quarter prior to registration for the Directed Study.)*

CURRICULUM AND INSTRUCTION**51.800 Principles of Teaching**

A consideration of the rational bases for effective teaching. Efforts are made to relate learning theory and educational objectives to various strategies and tactics of teaching. The functions of the teacher are examined as components of learner development. *Prep. must be taken concurrently with 51.863 Methods and Materials for Teaching Children I or 51.865 Methods and Materials for Teaching Adolescents and Adults I.* Offered Fall Quarter only. (Open only to students in the Nondegree Certification Program.)

51.801 Curricula of American Schools

Methods of organizing material to be learned at the state, district, school, and classroom level to meet the needs and to match the abilities of the students. Attention will be given to innovative practices which are found both within and outside of the public school system. *Prep. 51.800 Principles of Teaching; must be taken concurrently with 51.864 Methods and Materials for Teaching Children II or 51.866 Methods and Materials for Teaching Adolescents and Adults II.* Offered Winter Quarter only. (Open only to students in the Nondegree Certification Program.)

51.802 Procedures of Evaluation

Consideration is given to evaluation as a process for the improvement of learning and instruction. The course concerns itself with such topics as how to measure and evaluate affective, psycho-motor, and cognitive dimensions of student growth; test construction; collecting and administering standardized tests; various bases of grading; and methods of reporting student progress.

51.805 Student Teaching with Related Seminar

(8 quarter hours)

A University-arranged practicum of observation and teaching in schools offering comprehensive programs within reasonable commuting distance of the University. Participating on a full-time basis, the student is expected to develop planning and communication abilities within his major field. Biweekly seminars at the University provide additional opportunity to analyze theory-practice relationships and to examine generic problems of teaching. *Prep. course in child or adolescent psychology; 51.800 Principles of Teaching; 51.801 Curricula of American Schools; 51.863-864 Methods and Materials for Teaching Children I & II or 51.865-866 Methods and Materials for Teaching Adolescents and Adults I & II.* Generally completed during the Spring Quarter. (Open only to students in the Nondegree Certification Program.)

51.810 Modern Topics in Elementary School Mathematics

An introduction to the modern elementary school mathematics curriculum for teachers and students preparing to teach, who are not acquainted with these topics.

51.811 Mathematics of the Primary Grades

The concepts of arithmetic and geometry found in modern mathematics courses for grades K-3. *Prep. teaching experience.*

51.812 Mathematics of the Middle Grades

The concepts of arithmetic and algebra found in modern mathematics courses for grades 4-6. *Prep. teaching experience.*

51.813 Informal Geometry for Teachers

The concepts of geometry found in the modern mathematics curriculum of grades 4-8. *Prep. teaching experience.*

51.824 The Teaching of Geometry in the High School

A study of students, teaching methods, and courses in geometry, with re-examination of selected background topics, including two-value logic, methods of proof, postulational systems, and analytical methods.

51.825 Seminar in Mathematics Education

Each student is expected to analyze a mathematics learning problem, to investigate relevant research, and to prepare materials embodying his own proposed solution. *Prep. permission of instructor.*

51.830 Concepts of Earth Science for Elementary Teachers

Selected topics in the earth sciences considered from a philosophical and/or historical point of view, to illustrate and emphasize man's interrelationship with his ecological environment; with laboratory work. (51.830, 51.831, and 51.832 are not sequential, and may be taken in any order.)

51.831 Concepts of Biology for Elementary Teachers

Selected topics in the biological sciences considered from a philosophical and/or historical point of view; a realistic consideration of man's place in his biological world; with laboratory work. (51.830, 51.831, and 51.832 are not sequential, and may be taken in any order.)

51.832 Concepts of Physical Sciences for Elementary Teachers

Selected topics in the physical sciences considered from a philosophical and/or historical point of view; the appraising of claims and counter-claims relative to the pollution of man's physical environment; with laboratory work. (51.830, 51.831, and 51.832 are not sequential, and may be taken in any order.)

51.837 Curriculum Problems in Science and Mathematics Education

The process of identifying problems and evaluating proposed solutions, taking into consideration the needs of the student population, the dichotomy of theory and applications in course design, and the role of common processes and conceptual schemes in integrating seemingly disparate courses. Traditional and modern programs will be investigated in terms of the problems they were designed to solve, their success or failure in this mission, and the relevance of such programs to present problems. *Prep. teaching experience or certification.*

51.838 Seminar in Science and Mathematics Teaching

The analysis and evaluation of a number of types of teaching strategies and learning materials, including laboratory materials and techniques, printed matter of all types, games, kits, multimedia materials, and interactive computer programs. Each student will be expected to undertake an extensive project applying his knowledge of strategies and materials to the achieving of previously identified objectives and ap-

propriate to a given class, group, or individual student. *Prep. teaching experience or certification.*

51.839 Implementing Change in Science and Mathematics Education

The planning, organization, and execution of in-service experiences for teachers, related to all phases of science and mathematics education from subject-matter courses to curriculum planning to materials workshops. *Prep. teaching experience or certification.*

Recommended: 51.837 Curriculum Problems in Science and Mathematics Education, 51.838 Seminar in Science and Mathematics Teaching, and 51.881 The Dynamics of Curriculum Development.

51.842 The English-Language Arts Curriculum

The design and function of the English-language arts curriculum; selected current issues as they impinge upon the English-language arts curriculum; the design and function of research in the English-language arts curriculum. Open to certified or experienced teachers; required of all candidates for the Master of Education in Curriculum and Instruction: English, and the Master of Education in Curriculum and Instruction: Language Arts. *Prep. permission of instructor.*

51.843 Literature in the English-Language Arts Curriculum

The historical-social, psychological, personal, archetypal, textual, biographical, and philosophical-moral aspects of literary study and their relation to the chronological, thematic, and generic demands of the literature program; the sources of interest in literature as they relate to the young reader and their implications for the English-language arts curriculum; the inter-relatedness of literature and the other components of the English-language arts curriculum. Each student will identify and investigate an area of individual interest. *Prep. 51.842, The English-Language Arts Curriculum or permission of instructor.*

51.844 Writing in the English-Language Arts Curriculum

The cognitive and affective bases of imaginative and non-imaginative writing; the role of writing in the relationship between self and object; modes of imaginative and non-imaginative writing appropriate to the young writer; the impulse to expression in the young writer and its implications for the English-language arts curriculum; the inter-relatedness of writing and the other components of the English-language arts curriculum. Each student will identify and investigate an area of individual interest. *Prep. 51.842, The English-Language Arts Curriculum or permission of instructor.*

51.846 English as a Second Language I

First course in teaching ESL, introducing the basic linguistic, cultural, and psychological concepts. Analysis of current approaches to teaching ESL locally and internationally from the standpoint of diagnosis, grouping, use of particular methods, and materials. Observations of local ongoing ESL programs will be included. *Prep. 51.871 Reading and Language Disabilities I or permission of instructor.*

51.847 English as a Second Language II

Second course in the ESL sequence which emphasizes innovative means in teaching ESL. Specific projects according to student need and interest will be developed; supervised clinical work. *Prep. 51.846 English as a Second Language I.*

51.848 Language in the English-Language Arts Curriculum

An examination of the multiple dimensions of language study in the English-language arts curriculum; the role of inquiry in the study of language and its implications for the English-language arts curriculum; theories of grammar and their relation to the study of language in the English-language arts curriculum; the inter-relatedness of language and the other components of the English-language arts curriculum. Each student will identify and investigate an area of individual interest. *Prep. 51.842, The English-Language Arts Curriculum or permission of instructor.*

51.849 Topics in English-Language Arts Education

An investigation of a matter of immediate concern to English-language arts education, but for which no organized study is ordinarily available. Typical topics are: media in the English-language arts program; behavioral objectives in the English-language arts program; the English-language arts program for the disadvantaged. Each year the seminar topic for that year is announced prior to registration.

51.851 Seminar in Current Issues in the Social Studies

A content approach to problems of political, economic, and social significance which have contemporary relevance for teachers of the social sciences.

51.853 History and the Social Studies in the School Curriculum

Permits the student to explore some of the fundamental concepts of anthropology, sociology, economics, political science, and history. Emphasis will be given to the interrelatedness of disciplines and to the extraction of operating principles from those that aid in the analyses of social problems. As a consequence of such analysis, the student should be equipped to find a greater variety of conceptual relationships within the historical social science field. From there a framework for evolving courses of study can be generated. *Prep. teaching experience or certification.*

51.854 Social Science Materials Seminar

A curriculum course wherein the knowledge previously acquired will be used to establish criteria for the selection and development of curriculum materials. All materials of instruction will be viewed as means of implementation of objectives relating to specific social science concepts and skills. An effort will be made to personalize and concretize abstract phenomena and to demonstrate their impact on the quality of human lives. Students will examine and analyze prepared curricula and will be asked to develop original materials that include provision for the integration of a variety of thinking, reading, and social skills. *Prep. teaching experience or certification.*

51.861 Principles of Programmed Instruction

The development and current status of self-instructional devices. A survey of available programs and teaching machines, with emphasis on the details of the construction and evaluation of programs.

51.863 Methods and Materials for Teaching Children I

Teaching methods and learning materials used in teaching children in a number of educational settings. This course will help students establish objectives, plan and execute appropriate learning experiences, and evaluate outcomes. *Prep. must be taken concurrently with 51.800 Principles of Teaching. Offered Fall Quarter only. (Open only to students in the Nondegree Certification Program.)*

51.864 Methods and Materials for Teaching Children II

A continuation of 51.863. *Prep. 51.863 Methods and Materials for Teaching Children I; must be taken concurrently with 51.801 Curricula of American Schools.* Offered Winter Quarter only. (Open only to students in the Nondegree Certification Program.)

51.865 Methods and Materials for Teaching Adolescents and Adults I

Teaching methods and learning materials used in teaching adolescents and adults in a number of educational settings and for a number of purposes. The course will help students identify objectives, plan and execute appropriate learning experiences, and evaluate outcomes. *Prep. must be taken concurrently with 51.800 Principles of Teaching.* Offered Fall Quarter only. (Open only to students in the Nondegree Certification Program.)

51.866 Methods and Materials for Teaching Adolescents and Adults II

A continuation of 51.865. *Prep. 51.865 Methods and Materials for Teaching Adolescents and Adults I; must be taken concurrently with 51.801 Curricula of American Schools.* Offered Winter Quarter only. (Open only to students in the Nondegree Certification Program.)

51.870 Developmental Reading and Writing

Reading and writing as the receiving and generating of language; current developmental reading, writing, and related language skills; selected research findings bearing on relevant topics. Required of candidates for Master of Education in Curriculum and Instruction: Reading Certification; Curriculum and Instruction: English; Curriculum and Instruction: Language Arts. *Prep. permission of instructor.*

51.871 Reading and Language Disabilities I

Reading and language disabilities; causes and correlates of disability; language differences; aspects of measurement; diagnostic and corrective procedures in reading, writing, and related language skills; selected research findings bearing on relevant topics. Required of candidates for Master of Education in Curriculum and Instruction: Reading Certification; Curriculum and Instruction: English; Curriculum and Instruction: Language Arts. *Prep. 51.870 Developmental Reading and Writing.*

51.872 Literature and Materials Seminar

Literature for children, adolescents and adults; the sources of interest in literature as they relate to the reader; the interrelatedness of literature and the other components of the language arts program; investigation of materials available. Students will develop projects related to their needs and interests. Required of candidates for Master of Education in Curriculum and Instruction: Reading Certification; Curriculum and Instruction: English; Curriculum and Instruction: Language Arts.

51.873 Reading Clinic I

Practicum in clinical experience. Children and adults with severe reading disabilities will be tutored in the Reading Clinic twice a week for 1¼ hours each session, under close staff supervision. A one-hour seminar will follow each tutoring session for purposes of discussion and case presentation. A diagnosis, lesson plans, daily logs, complete case history, and a final progress evaluation will be required of each student. May be taken concurrently with 51.871. *Prep. 51.870 Developmental Reading and Writing.*

51.874 Reading and Language Disabilities II

Second course in Reading and Language Disabilities, including an examination of selected models of language processes; cognitive and affective dimensions; problems in language pathology; and other learning disabilities including academic, perceptual-motor, and neurological areas. *Prep. 51.871 Reading and Language Disabilities I and 51.873 Reading Clinic I.*

51.875 Reading Clinic II

A continuation of the Practicum. Requirements and format will be the same as Clinic I. May be taken concurrently with 51.874. *Prep. 51.871 Reading and Language Disabilities I and 51.873 Reading Clinic I.*

51.876 Teaching Reading In Junior and Senior High School

Developmental or corrective reading programs at the secondary level. Development of reading rate, comprehension, interpretation, and study skills in the content areas.

51.877 Language and Reading

The following topics will be examined as applied to the reading process and the teaching of reading: characteristics and systems of natural languages; development of the English language; language acquisition and dialectology. Selected models of language processes will be examined in light of recent linguistic theory. *Prep. 51.871 Reading and Language Disabilities I.*

51.880 Evolution and Revolution in the School Curriculum

Examination of the curriculum of the American school as an expression of conflict between subject-centered and student-centered curricula, traditionalists and revisionists, behaviorism and psycho-dynamism, and the interplay of forces generated by students, teachers, administrators, and other interested groups. Present school curricula will be analyzed as the outcomes of such conflicts and trends for the future development of school curricula will be hypothesized. *Prep. experience or certification.*

51.881 The Dynamics of Curriculum Design

Identification and analysis of problems in curriculum and instruction in light of the forces affecting the curriculum within the student's area of specialization; design and implementation of solutions to such problems; evaluation and field-testing where feasible, of these solutions. *Prep. 51.880 Evolution and Revolution in the School Curriculum.*

51.882 Seminar: Ethnicity and Today's School Curriculum

Students will briefly review aspects of the history and culture of some ethnic groups to explore the unique manner in which certain universal needs are manifested. Prepared curricular materials, as well as authentic literary, visual, and artifact materials, will be analyzed, evaluated, and related to developed criteria, goals, and potential curricular impact in projecting the aforementioned cross-cultural needs or themes. Students will be asked to select, organize, and as necessary, develop independent materials and strategies, appropriate for classroom use. Efforts will be made to categorize developed units of work on various ethnic groups which appear to have significant parallel dimensions according to predetermined categories.

51.891 Thesis

A research activity that may be elected by the student in lieu of two courses (8 quarter hours), with the approval and recommendation of the adviser.

51.894 Workshop in Supervision of Instruction (6 quarter hours)

A workshop for teachers and other specialists in English, mathematics, science, social studies, and reading in schools and other educational institutions, which emphasizes the nature of the supervisory role and appropriate tasks for professional people overseeing the work of other professional people, at all levels of education. The workshop will focus upon the critical role of the relationship between supervisory functions and the quality of the performance and the needs for improvement of the individual being supervised. The supervising professional will be seen as a skilled, experienced, and sensitive person who can oversee the work of others as well as understand a great deal about the curriculum and the specific content, skills, and understandings it embraces, and how to communicate these to students. Will include a weekly seminar dealing with matters of a generic nature concerning the nature of supervision at all levels and within the total curriculum of schools or other educational programs and small group seminars. Participants may consider the problems related to more specific content areas and levels, and supervised field work.

51.895 Institute in Elementary Education

(See general Institute description on page 122.)

51.896 Institute in Secondary Education

(See general institute description on page 122.)

51.897 Workshop in Elementary Education

(See general workshop description on page 123.)

51.898 Workshop in Secondary Education

(See general workshop description on page 123.)

51.899 Directed Study

This experience is provided for the student whose unique academic needs or interests cannot be adequately satisfied in any of the scheduled courses of the Department. *Prep. approval of the Chairperson of the Department and of the Director of the Graduate School of Education. (Approval forms must be submitted during the quarter prior to registration for the Directed Study.)*

51.900 Cooperative Education in America

An examination of cooperative education as a complex tool for achieving goals of education. Attention will be directed to its psychological implications for the individual, its social implications for the nation, and its place in educational thought. American higher education will be the principal focus of these considerations.

51.920 Methods and Materials in Adult Literacy Education

This introductory course includes a review of current ABE programs around the country with particular emphasis on the programs in Boston, e.g., OIC (Opportunities Industrialization Center), New Urban League, WIN (Work Incentive Program), and public school programs for adults. This review of the programs will include a study

and some observation of ongoing programs in the area, especially the WIN program presently being run by the University. Specifically, students will discuss, observe, and study various approaches to ABE programs in terms of curriculum, methodology, materials used, groupings, and evaluation.

A major objective of the course will be to become more aware of the psychological problems of adult readers and nonreaders. Adult behavior and learning will be studied; the effects on learning of particular environmental forces (e.g., black ghetto, Indian reservation, rural-urban factors, etc.); methods of teaching adults at various levels will be studied and observed, as will a wide range of currently available books and materials for adult programs. All students may do some supervised clinical work with adults in the Reading and Learning Clinic; logs will be kept on the diagnostic and corrective work developed for each student. *Prep. permission of instructor.*

EDUCATIONAL ADMINISTRATION

52.805 Simulated Problems: Secondary School Administration

The workshop is designed to place each student in a simulated decision-making situation as a principal or administrator of a secondary school. Background materials have been prepared which describe all aspects of a school system, including its publics, its policies, its certified and noncertified staff members, and its geographical and socio-economic makeup. These background data are disseminated through motion pictures, film strips, and taped interviews with influential people in the community, as well as through written materials. *Prep. 52.810, 52.811, or permission of instructor.*

52.806 Directed Field Experiences in the Administration of the Elementary School

Required of all master's candidates who major in school administration. Study and discussion of administrative functions will be coordinated with selected field trips to administrative settings and with guest lectures by practicing elementary school administrators. These experiences usually involve visits to such settings as: an elementary school, a middle school, a superintendent's office, a school committee meeting, and appropriate federal and state agencies. In addition, each student will be expected to participate in an administrative field experience in an elementary setting for a minimum of four hours per week. *Prep. 52.810 or permission of instructor.*

52.807 Directed Field Experiences in the Administration of the Secondary School

A companion course to 52.806; required of all master's candidates in school administration. Study and discussion of administrative functions will be coordinated with selected field trips to administrative settings and with guest lectures by practicing secondary school administrators. These experiences are aimed at educational agencies at the secondary level and will include visits to a comprehensive high school, a junior high school, a regional vocational-technical school, a superintendent's office, a school committee meeting, and appropriate federal and state agencies. In addition, each student will be required to participate in an administrative field experience in a secondary school for a minimum of four hours each week. *Prep. 52.810 or permission of instructor.* (52.807 may be a continuation of 52.806 or may precede it.)

52.808 Seminar in Educational Administration

A culminating experience for students majoring in school administration at the master's level. A student is confronted with major issues facing the school and its administrators. Great emphasis is placed upon applying knowledge gained in previous administrative courses to an understanding of contemporary education problems. *Prep. 52.810, 52.811, or permission of instructor.*

52.810 Leadership in Education, Part I

Part I of a two-term core course designed to introduce the student to concepts of formal organization. This core, consisting of a two-part sequence, is prerequisite to further study in the Department of Educational Administration. Part I provides the student with an overview of formal organizations as social systems, with emphasis given to the leadership function. Relationships between individuals and organizations are considered. Communications and decision-making functions are analyzed and examined.

52.811 Leadership in Education, Part II

Part II continues an emphasis on the leadership function in organizations. It examines selected informal organization elements such as motivation, normative order, social power, conflict, conformity, and creativity. Attention is given to processes of change and innovation in organizations. *Prep. 52.810 must be completed before enrollment in 52.811.*

52.813 Instructional Leadership: Curriculum Development and Supervision

Views the responsibilities of administrative personnel relating to the improvement of curricular and instructional practices. Evaluative techniques, in-service education, supervisory procedures, and innovative programs are among the areas of consideration. Opportunities are extended for students to become engaged in supervisory projects individually or in small teams. *Prep. 52.810 and 52.811, or permission of instructor.*

52.814 Simulated Problems: Elementary School Administration

The workshop is designed to place each student in a simulated decision-making situation as a principal or administrator of an elementary school. Background materials have been prepared which describe all aspects of a school system, including its publics, its policies, its certified and noncertified staff members, and its geographical and socio-economic makeup. These background data are disseminated through motion pictures, film strips, and taped interviews with influential people in the community, as well as through written materials. *Prep. 52.810, 52.811, or permission of instructor.*

52.815 Simulated Problems: Administration of Occupational and Career Education

Each student is confronted with a series of simulated decision-making situations such as those which are usually faced by administrators of programs in the area of occupational and career education. Readings, audiovisual material, and class interactions constitute the design of this course.

52.816 Seminar in Career Education

Students will be confronted with a sampling of the major issues facing administrators and supervisors of occupational and career education programs in their efforts to organize, promote, and operate such programs. Emphasis will be placed on applying

the knowledge acquired in previous courses and other program experiences to arrive at an understanding of contemporary occupational and career education problems and their solutions.

52.817 Design, Production, and Utilization of Instructional Materials

Deals with all aspects of instructional media, surveying types, techniques, advantages, limitations, sources, and methods of use of materials and equipment in specified areas. Emphasis is on the selection of appropriate media to suit given learning objectives. Laboratory experience in operation of equipment and the production of instructional materials is provided.

52.818 Developing Curriculum Learning Packages

During this course each student will produce a self-correcting, self-pacing, self-directing learning package. Individualized programs currently using the concept of contract learning will be reviewed and evaluated.

52.819 Introduction to Instructional Television

Concerned with operation of an instructional television studio and the production of television programs for direct instruction. Each student will write, direct, and evaluate a short television program in any curriculum field and area of his choice.

52.820 Principles of Programmed Learning

Will cover the development and current status of self-instructional devices and programs. Students will survey available programs and teaching machines, with emphasis on details concerning construction, selection, evaluation, administration, and use of programs.

52.821 Administration of Instructional Media Programs

Addresses itself to the various aspects and problems involved in the management and operation of educational media programs. Public school, university, medical center, commercial, and industrial training program settings are considered in terms of service, instruction, and research.

52.822 Foundations of Instructional Communications and Technology

Introduction to the concepts and principles of the learning process, communications, multimedia instruction and instructional systems. Surveys will include programmed instruction, instructional television, games and simulation, audiotutorial laboratories, computer-assisted instruction (CAI), computer-managed instruction (CMI), curriculum learning packages, mediated teaching units, individualized instruction, performance contracting, validated instruction, and criterion-referenced testing. Discussion will involve problems of administration and economics of instructional communications and technology in school systems and training centers.

52.823 Principles of Instructional Systems Development

Introduction to the concept of a system as it relates to the instructional process. Each student will select a problem in any area of his choice and conduct a complete systems analysis and systems synthesis to resolve the problem. The contributions of the behavioral sciences as they relate to systems development will also be reviewed.

52.824 Administration of Cooperative Education

An examination of significant elements in the planning, implementation, and operation of a cooperative education program. Areas of concern include: agents for in-

stitutional change, intra-institutional relationships, program costs and funding sources, cooperative education calendars, development of cooperative work assignments, relationships with cooperative employers, and operational policies.

52.826 Administration of the Elementary School

A survey of the operational tasks performed by the elementary school administrator. Included will be: school-community relations, student personnel, staff personnel, curriculum and instruction, physical facilities, finance and business management, and organizational structure. *Prep. 52.810, 52.811, or permission of instructor.*

52.827 Administration of the Secondary School

A survey of the operational tasks performed by the secondary school administrator. Included will be: school-community relations, student personnel, staff personnel, curriculum and instruction, physical facilities, finance and business management, and organizational structure. *Prep. 52.810, 52.811, or permission of instructor.*

52.828 Administration of Early Childhood Education

This course will include the study of significant elements of administration unique to the planning, implementation, and operation of an early childhood education center. Areas of concern are funding sources, intra-institutional relationships, patterns for designing early childhood programs, on-site visitations, modes of private governance, use of plant, student and teacher placement, role of volunteers, and related topics. *Prep. 52.810 and 52.811.*

52.891 Thesis

A research activity that may be elected by the student in lieu of two courses (8 quarter hours), with the approval and recommendation of the adviser.

52.895 Institute in Educational Administration

(See general institute description on page 122.)

52.898 Workshop in Administration

(See general workshop description on page 123.)

52.899 Directed Study

This experience is provided for the student whose unique academic needs or interests cannot be adequately satisfied in any of the scheduled courses of the Department. *Prep. approval of the Chairperson of the Department and of the Director of the Graduate School of Education. (Approval forms must be submitted during the quarter prior to registration for the Directed Study.)*

**CAGS AND DOCTORAL COURSE OFFERINGS IN
EDUCATIONAL ADMINISTRATION**

(Open only to CAGS and doctoral degree candidates or by special permission of the chairman of the Department, granted prior to registration.)

52.830 Current Issues in Educational Administration

A seminar required of all students pursuing the CAGS. Critical and contemporary issues which face school administrators will be examined closely. The status of the

administrator; federal, state, and local revenue sources; accountability; the voucher plan; teacher militancy; equal educational opportunity; conflicts with religious organizations; control of schools; urban education problems; cultural deprivation; and human rights are examples of topics that will be analyzed.

52.831 Innovation and Change in American Public Schools

A seminar required of all students pursuing the CAGS. Although major emphasis will be given to curriculum and instruction, attention will also be given to planned change in other critical areas such as team teaching, modular scheduling, nongradedness, educational parks, programmed instruction, in-service education, individualizing education, and teacher-learner relationships.

52.832 The Process of Administration

Simulation, case analysis, and role-playing will be utilized to gain insight into such topics as the improvement of organizational morale, professional job satisfaction, and current issues of involvement and conflict. Alternative courses of action are studied to cope with problematical events confronting educational administrators.

52.834 Educational Finance

The study of school finance deals with the principles and problems of financing education, and also considers the basic concepts of economics relative to the place of school finance in the field of public finance. The sources and rationale for public support of schools are examined. Selected state and federal aid programs, capital outlay programs, current practices and issues of local support, and bond issue campaigns are included in this study.

52.835 School Business Management

Practices and issues in the administration of school business affairs are the major concern of the course. The role of the school business administrator and the educational budget will be examined. Attention will be paid to principles of budget preparation and development, purchasing, supply management and distribution, school accounting and data processing systems, auditing, financial reporting and management of payroll, transportation programs, school food services, and the operation and maintenance programs for the physical plants. In addition, each student will be placed in a simulated decision-making situation. Background materials have been prepared which describe aspects of a fictitious school system, including its publics, policies, and other relevant information. Each student will have the opportunity to deal with matters typically faced by the school business administrator.

52.836 Personnel Administration

The purposes, patterns, and issues in personnel administration are the major considerations of the course. Study will include the skills, attitudes, and knowledge which an institutional staff needs to have and which are essential to the accomplishments of organizational goals. Personnel administration programs and problems of student personnel, para-professional, nonprofessional, and professional staff members will serve as the focus for the course.

52.837 School-Community Relations

This course includes the study and design of school-community relations programs based on the principles and practices of the intercommunications between the school and its several publics. Selected research findings relative to public relations

programs in business, industry, and governmental agencies will be reviewed in addition to those involving educational systems. Stress will be placed on the role of the administrator in the development of a comprehensive program of school-community relations for his administrative unit.

52.838 School Plant Planning, Operation, and Maintenance

This course seeks to have the student develop a basic understanding of the processes involved in the planning, maintenance, and operation of school plants. Such items as educational specifications, the process of school construction, techniques used to provide clean, safe, and healthy environments for the teaching-learning process, along with the selection, assignment and supervision of custodial and maintenance staff will be involved. Statutes or regulations pertaining to these processes used by state and local regulatory bodies will also be reviewed.

52.840 Problems in School Administration: A Simulated Experience — The Superintendency

52.842 Problems in School Administration: A Simulated Experience — Assistant Superintendent for Instructional Services

These courses are designed to place each student in a simulated decision-making situation in his area of concentration. Background materials have been prepared which describe all aspects of a school system, including its publics, policies, certified and noncertified staff members, and the geographical and socio-economic makeup of the community. These background data are disseminated through motion pictures, film strips, and taped interviews with influential people in this community as well as through written materials.

52.843 Administrative Internship

This is an individualized offering involving supervised observations, internships, externships, and seminars in educational administration, and it is designed to provide further practical experience in the student's area of administrative preparation. The administrative internship program must be worked out well in advance with the adviser.

52.844 School Law

The student will be expected to develop a basic understanding of federal and state laws that apply to school systems, educational programs, and personnel, as well as of the legal prerogatives available to the practicing administrator and the local boards of education. This study will include consideration of the constitutional, statutory, and common-law foundations of educational systems and the school administrator's role with respect to them.

52.845 Seminar in Media Research and Learning

Provides for surveys, critical analyses, and discussions of current research dealing with learning principles, communication theory, media, and instructional systems design. Oral and written reports are required. Experimental and field research are considered for additional credit in subsequent terms.

52.846 Developing Curriculum in Learning Packages — Advanced

Using the instructional development techniques acquired in the introductory course,

students will design a more sophisticated learning package, field test it, and using the test data, revise the package until the predetermined criteria are met.

52.847 Cataloguing and Classification of Instructional Materials

The principles, codes, and techniques utilized in organizing both print and nonprint materials in an integrated collection. Emphasis on the application of bibliographic methods of control to films, records, slides, cassettes, kits, and other media. Acquaintance with the sources and tools listing instructional materials for the purpose of ordering them, and the development of the skill which assists the user in locating them.

52.850—851—852 Doctoral Seminar in Leadership: Administration and Supervision I, II, III

A series of three seminars required of all students pursuing the Ed.D. degree. The dialogues in these courses will use an interdisciplinary approach to explore complex behavioral and structural interactions found in formal organizations. Major emphasis will be placed upon integrating theoretical concerns with practical administrative functioning.

This sequence of seminars is viewed primarily as a pooling of the results of extensive individual student research and activities and is aimed at giving the student an overview of all aspects of the institution he will be leading.

52.854 Organizational Analysis

A course open only to students pursuing the Ed.D. degree, this course will include examination of different approaches used to define traits or characteristics of formal organization. Special emphasis will be placed on the application of models, typologies, and schemes to identify structural or procedural deficiencies in bureaucratic social systems.

52.860 Academic Administration in Higher Education

Recruitment of properly qualified faculty and staff is only one problem of the academic administrator. This course will also consider the problems of: pupil services, admissions, athletics, curriculum development, accreditation, instructional resources, registration and scheduling, faculty organization, continuing education, faculty rights and responsibilities, and personnel policies.

52.861 Problems in College Administration: A Simulated Experience

This seminar is designed to place each student in simulated decision-making situations as an administrator of a college or junior college. Background materials have been prepared which describe all aspects of a college including its policies, makeup of faculty and student body, its financial situation, the community it serves, and its board of control. These data are disseminated through motion pictures, film strips, and taped interviews as well as through written materials.

52.862 Institutional Planning and Facilities

This course will consider the planning of new colleges as well as the expansion and maintenance of existing ones. Systems analysis, needs surveys, and development of educational specifications for college facilities will constitute half of the course. The other half will involve the operation and maintenance of the physical plant, including provisions for housing, safety, parking, communications, and health service.

52.863 Financial Management in Higher Education

This course seeks to combine a knowledge of fundraising activities with the study of proper financial management in higher educational institutions. The problems of fundraising for both public and private, two- and four-year institutions will be considered. Modern techniques of budget preparation and control will include purchasing, school accounting, data processing, providing benefits for faculty, financial reporting, food services, housing, and operation and maintenance of physical plant.

52.864 Typologies of Higher Education

A study of the types of higher educational institutions, with emphasis on organizational structure, modes of governance, and administration. The history of higher education, particularly the development of colleges, universities, and junior colleges in the United States, will be considered to provide perspective for the modern college administrator. Important issues and the problems they presented for administrators will provide the major focus of this course.

52.865 Systems Theory in Education

This course will provide the student with an introduction to general systems theory and the implication of systems theory to leadership, administration, and supervision. The course will include examination of systems applications such as PERT, PPBS, and flowchart development. Special consideration will be given to systems study as a method of planning and evaluation.

52.866 Politics and Educational Decision Making

This course examines federal, state, and local governmental arrangements and political processes which influence educational policies of school systems. Emphasis is given to the application of political science concepts and research methods to educational policy-making processes and to the political environment surrounding the educational administrator.

52.867 Administration of Adult and Continuing Education

The historical development of adult and part-time education, with attention to the present status and trends for the future, will be studied, with emphasis on the administration of these programs. A variety of adult educational programs in schools, colleges, junior colleges, religious agencies, social service organizations, business and industry, and professional organizations will be included, focusing on planning, implementing, administering, financing, and evaluating such programs.

52.868 The Community College

Emergence of the community college movement in the United States; administrative structures and governance; the role of faculty in planning. The student population and related student personnel services will be examined. Particular emphasis is placed upon the identification and utilization of community resources in curriculum development and the college's total relationships with the community in which it exists. The two-year technical institute and both publicly and privately supported junior colleges will be studied. Field visits are an integral part of course requirements.

52.893 Doctoral Dissertation

Prep. admission to candidacy in the Doctor of Education degree program.

52.899 Directed Study

This experience is provided for the student whose unique academic needs or in-

terests cannot be adequately satisfied in any of the scheduled courses of the Department. *Prep. approval of the Chairperson of the Department and of the Director of the Graduate School of Education. (Approval forms must be submitted during the quarter prior to registration for the Directed Study.)*

COUNSELOR EDUCATION

53.800 Philosophical Foundations of Guidance and Human Services

The purpose of this course is to provide a philosophical and theoretical background for beginning graduate students in counseling. The course has three objectives: 1) to sharpen the "self as instrument" through study and discussion of established theories of helping as related to one's personal value system and through self-exploration and increased self-understanding in heretofore unexplored personal areas; 2) to introduce students to the broad spectrum of professional helping service areas with the intent of clarifying the students' professional roles; and 3) to begin to promote the development of a professional identity as a psychological helping professional.

53.801 Tests and Test Procedures

The principles and problems of psychological testing as applied to the work of the counselor are discussed. Some consideration is given to technical concepts as they apply to the treatment, use, understanding, and interpretation of test scores. The student is made familiar with some of the currently used tests of intelligence, scholastic aptitude, differential aptitudes, achievement, interest, and personality. Tests are evaluated for use in education and guidance. Problems of test interpretation are emphasized.

53.802 Vocational Development and Occupational Information

A dual-emphasis course dealing, first, with theories about how individuals make decisions concerning their choice of vocation, and second, with the kind of data which is needed to assist people with these decisions. This requisite data deals with the following areas: the relationship of social and economic change to occupational trends; the classification and description of occupational fields; methods of collecting, evaluating, filing, and disseminating vocational information; and the role of the counselor in fulfilling these functions.

53.804 Counseling Theory and Process

A required course for all Counselor Education degree candidates which must be taken in the Fall Quarter concurrently with the beginning of Practicum. The course will provide the student, through self-instructional materials, with a basic cognitive understanding of several major theoretical approaches to counseling. Classroom content will help the student to become familiar with a wide range of individual counseling strategies; to develop listening, understanding, and communications skills; and to further probe his own self-understanding as a counselor. These skills and understandings will be discussed and simulated in the context of a variety of settings with a variety of clients. Role playing, case material, and audio and video materials will be utilized in the instruction. This course will not be open to special students, but may be elected by degree candidates in other departments in any quarter except the fall quarter.

53.805—806 Counseling Practicum I and II

The counseling practicum is a supervised counseling experience extending over the

academic year. Although registration for this course occurs only during the Winter and Spring Quarters, students will actually begin their practicum in the Fall Quarter. Emphasis in the fall will be on small-group seminars dealing with counseling and other related matters. The Winter and Spring quarters will concentrate on the supervised counseling assignment. Assignment to practicum settings will be made according to the student's major area of concentration. Students must make themselves available a minimum of two days per week during the academic year (October to June) for placement in a field setting. Seminars will stress material germane to the student's major and will meet a total of 24 times during the year. (For administrative purposes, these practicum course numbers will apply to each of the following specific practicum placements: Elementary School Practicum, Secondary School Practicum, College, Mental Health and Rehabilitation Practicums.)

Part-time students must submit an application for practicum (available from the Department) by April 1, for approval to enroll in the practicum the following Fall Quarter. *Prep. 53.800 Philosophical Foundations of Guidance and Human Services and 53.804 Counseling Theory and Process, both of which may be taken concurrently with the beginning of practicum.*

53.807 Administration of Guidance Services

An advanced-level guidance course designed to help meet the certification requirements for guidance directors in Massachusetts. The course will cover philosophies, principles, and methods of establishing and administering guidance programs in the public schools. Simulated materials are used to replicate actual guidance problems dealing with testing programs, budgeting, interpersonal relationships, and other practical matters.

53.808 Group Counseling

An introduction to theory, principles, and techniques of counseling with groups of individuals at different levels of development and for varying purposes. A basic mode of approach will be to involve students in a genuine group counseling experience in order to understand the phenomenon of group experience. *Prep. 53.804 Counseling Theory and Process or permission of instructor.*

53.809 The College Student and the Campus

The relationship between college students and their environment will be examined. Focus is on student rights, emotional concerns, and the search for identity. The impact of societal forces and nontraditional patterns of study on student behavior are stressed. Varying concerns of personnel services in different types of college climates, including the community college, are discussed. Current issues in higher education are examined as they relate to services to students.

53.810 Elementary School Guidance

Required for elementary counseling majors, this course has three principal objectives: 1) to gain a theoretical understanding of the personal, social, academic, and vocational development of children between the ages of 5 and 12 years; 2) to conceptualize the roles, functions, and goals of the elementary school counselor; and 3) to begin to consider a variety of programmatic strategies to operationalize the goals of the elementary school counselor. Topics to be studied include values clarification, decision making, developmental guidance, major theoretical approaches to development, the issue of exceptionality, occupational information and vocational development, and confluent education. These topics are set in the context of the elementary school counselor's role as a counselor/consultant/coordinator for the total elementary school population.

53.811 Family and Parent Counseling

The family will be studied as an institution, as an arena of interpersonal transaction, and as a seedbed of both distress and health. Various modes of counseling families will be presented, together with the theoretical notions underlying their use. The course will also demonstrate counselor-parent relations in the context of the school setting. *Prep. 53.804 Counseling Theory and Process or permission of instructor.*

53.812 Seminar in Student Personnel Work

Relevant topics and cases for personnel workers and administrators in higher education will be discussed and studied in depth. Particular emphasis is placed upon the development of student personnel programs, budget planning and development, and staff relationships. The expertise of appropriate specialists is utilized.

53.813 School Counseling Strategies

Intended primarily for students who will counsel in school settings or other settings emphasizing work with children and adolescents. A broad range of approaches will be considered, including, but not limited to, behavior modification and Gestalt and Adlerian strategies. Special emphasis will be placed on the development of strategies designed to help alleviate typical school-related and developmental problems such as nonachievement, decision making, negative self-identity, and disruptive behavior. Consideration will also be given to the counselor's role as a consultant to teachers, parents, and administrators in effecting positive behavior change. *Prep. 53.804 Counseling Theory and Process.*

53.814 Vocational Counseling Strategies

Develops an understanding of the essential ingredients of a self-awareness program especially in relation to a person's role expectations in the world of work. Vocational counseling is viewed as dealing with the entire individual, including his values, underlying psychological needs and drives, and the influence of the environment on one's present level of development and career awareness. Other topics to be developed in this course will include counseling with females and nonachievers, the decline of the work ethic, community resource development, job placement, and information giving as a perceptual process. *Prep. 53.804 Counseling Theory and Process. The course is intended for a variety of client populations from adolescence through adulthood.*

53.815 Rehabilitation Counseling Strategies

Primary emphasis will be on the roles and functions of the rehabilitation counselor, relevant issues in the field, and an overview of the rehabilitation process. Special problems and techniques of counseling with the disabled (physical, mental, and behavioral disorders) will be examined through case studies and role playing. Disability in the context of social deviance will be discussed, and psycho-social approaches in understanding human behavior, including self-concept, social role theories, and rational-behavioral approaches, will also be examined. *Prep. 53.804 Counseling Theory and Process (This prerequisite is waived for Rehabilitation Administration majors.)*

53.816 Psychological Counseling Strategies

Focuses on a variety of strategies designed to alleviate problems of older adolescents and adults. Perceptual-Gestalt insight approaches and behavioral approaches to counseling will be analyzed for their effectiveness with a variety of psy-

chological problems. The context for considering this eclectic approach to psychological counseling will be communications theory and organizational psychology, with the latter being related to the effective delivery of counseling and mental health services. *Prep. 53.804 Counseling Theory and Process. This course is primarily intended for the student working with client populations in mental health settings and college counseling centers.*

53.818 Case Studies In Marriage and Family Counseling

An advanced-level course for students with previous experience or preparation in marriage and family counseling. Skills to be emphasized will include 1) the preparation of case studies of family and marriage histories and current functioning; 2) the design of service, counseling, and referral programs based upon comprehensive studies of needs and resources; and 3) the practice of counseling strategies through role playing, taped interviews, and progress reports of current counseling activities. *Prep. 53.811 Family and Parent Counseling.*

53.820 Seminar In School Psychology

This course provides an intensive analysis of philosophical, technical, and school administrative issues contributing to the professional identity and function of the psychologist in an educational milieu. Simulations, case studies, and research projects will be used to study these issues. *Prep. permission of instructor.*

53.821 Psycho-Educational Prescriptions

This course will deal with methods of synthesizing psychological information into effective, individually appropriate educational plans. Specific applications of methods from previous courses will be discussed. *Prep. permission of instructor.*

53.824 Individual Intelligence Testing

(6 quarter hours)

Preparation to administer, score, and interpret the Stanford-Binet Intelligence Test, the Wechsler Adult Intelligence Test, and the Wechsler Intelligence Scale for Children. Consideration will be given to the theories of intelligence upon which the tests are based and the use of the tests in educational and clinic settings. Students will be required to administer and score thirty tests, including some from each of the three tests included in the course. *Prep. 53.801 Tests and Test Procedures or permission of instructor.*

53.830 Seminar in Contemporary Issues in Counseling

Intensive study of a selected topic in counseling such as counseling minorities, current research, sex counseling, transactional analysis theory and practice, behavioral counseling. Course objectives will vary according to the topic but may include a review of the literature, skill-building workshop and action projects. *Prep. 53.834, Advanced Theories of Behavior Change and/or permission of instructor.*

53.831 Advanced Group Counseling

This course will be a continuation of the content presented in Group Counseling, placing greater emphasis on developing skill in conducting group counseling at a variety of age levels. Greater attention will be given to relevant readings and research on group process and methods for behavior modification. *Prep. 53.808 Group Counseling.*

53.833 Seminar In Counseling Supervision and In-Service Education

Supervisory methods of improving the effectiveness of school counselors' skills in

counseling and other aspects of guidance work, of involving counselors in the improvement of the guidance program, and of enhancing the personal growth of the counselor. *Prep. master's degree in guidance or permission of the instructor.*

53.834 Advanced Theories of Behavior Change

An advanced-level counseling course required of all CAGS students and designed to provide greater depth of cognitive understanding of a variety of approaches to counseling. Original readings from a number of major theorists will be required. A major goal of the course will be to identify the major similarities and differences of assumptions, goals, and strategies of the theorists studied, and to build a strong conceptual basis for a counseling eclecticism from this analysis. Some of the theorists studied will include Freud, Adler, Perls, Ellis, Glasser, Rogers, Sullivan, May, Frankl, Bandura, and Skinner. *Prep. at least two counseling courses emphasizing both theory and process.*

53.835 Psychodagnostic Measures

An advanced-level course in the use and interpretation of interest and personality measures for more clinically-oriented settings. The course will place heavy emphasis on the case study method. Some of the tests typically studied in this course may include the Minnesota Multiphasic Personality Inventory, the California Psychological Inventory, Edwards Personal Preference Schedule, the Semantic Differential, and various interest measures. The course will introduce the student to projective techniques, beginning with the sentence completion test. *Prep. 53.801 Tests and Test Procedures, Abnormal Psychology or Personality Theory, and permission of instructor.*

53.840—841 Advanced Field Work

(8 quarter hours)

Required of all CAGS students. The student will be assigned a field work placement consistent with his major professional goal and/or the setting in which he intends to work. The activity of the field work will extend across the academic year from September to June and require a minimum of one and a half days per week, or the equivalent, in the field work setting. Seminars will meet on alternate weeks with additional individual supervision on campus. Supervision will also be provided in the field setting. Both quarters must be completed before credit will be given for the course. *Prep. Counseling Practicum or the equivalent in experience.*

53.843—844 School Psychology Field Work

(8 quarter hours)

Required of all CAGS School Psychology majors. The student will be assigned a field work placement in a K-12 school system under the supervision of a certified school psychologist. The activity of the field work will extend across the academic year from September until June. The student will be required to put in a minimum of one and a half days (300 hours) in the field work setting during the school year. Seminars will meet regularly on campus with additional university faculty supervision. *Prep. School Psychology Practicum.*

53.891 Thesis

A research activity that may be elected by the student in lieu of two courses (8 quarter hours), with the approval and recommendation of the adviser.

53.893 Doctoral Dissertation

Prep. admission to candidacy in the Doctor of Education degree program.

53.895 Institute In Counselor Education

(See general institute description on page 122.)

53.898 Workshop In Counselor Education

(See general workshop description on page 123.)

53.899 Directed Study

This experience is provided for the student whose unique academic needs or interests cannot be adequately satisfied in any of the scheduled courses of the Department. *Prep. approval of the Chairperson of the Department and of the Director of the Graduate School of Education. (Approval forms must be submitted during the quarter prior to registration for the Directed Study.)*

SPEECH PATHOLOGY AND AUDIOLOGY

55.803 Cerebral Palsy

Neuromuscular involvements and concomitant language and speech disorders; intellectual deficits, psychological deviations, communicative disorders of a cerebral palsied population; testing, placement, and management of the cerebral palsied child and adult with emphasis on a multidisciplinary approach. *Prep. permission of instructor.*

55.804 Aphasia

The neurological terminology related to the processing of language; neurological communication model, communication modalities and what resultant effects occur from lesions; the relationship between linguistics and psycholinguistics. Analysis of language of an aphasic patient. *Prep. permission of instructor.*

55.805 Seminar: Voice Disorders

Physiology and neurology of the laryngeal mechanism; the laryngoscopic examination. Voice disorders as learned behavior as a result of organic, neurological, and psychological deviation. Evaluation, referral, and management. *Prep. permission of instructor.*

55.806 Language Disturbances In Children

This course will emphasize current theories in language behavior and their practical application to the assessment and remediation of language disturbances in children. Lectures, discussions, and workshops will focus on the following issues: what constitutes a language problem, what assessment tools and teaching techniques are currently available, and what underlying principles are involved in selecting and sequencing the content of a remediation program. *Prep. 55.812 Differential Diagnosis in Speech and Language Pathology and 55.816 Test Procedures in Speech and Language Pathology or permission of instructor.*

55.811 Clinical Management In Stuttering

This course will emphasize diagnostic techniques, a review of the current therapeutic approaches, consideration of the individual's need in therapy, and the process of behavioral and attitudinal change. Also to be considered are termination, referral, and group therapy. *Prep. permission of instructor.*

55.812 Differential Diagnosis In Speech and Language Pathology

Evaluation, interpretation, and integration of test results; the application of standard

psychological tests to speech and hearing disorders; analysis of patients' premorbid and morbid histories, medical and psychological diagnoses; design and execution of therapeutic procedures; proper referral techniques and report writing; practicum situation. *Prep. 55.816 Test Procedures in Speech and Language or permission of instructor.*

55.813 Advanced Clinical Practice

(8 quarter hours)

Supervised clinical practicum in speech pathology and audiology in the Northeastern University Speech and Hearing Clinic and medical settings, educational settings, and rehabilitation centers. A minimum of 150 clock hours of experience with patients to extend over a three-quarter time period is required. An "I" grade will be awarded until all the requirements are met and then a pass-fail grade will be awarded. This course requires attendance at on-campus seminar meetings held twice a month. *Prep. 50 clock hours of clinical experience and permission of the clinical staff.*

55.814 Clinical Audiometry I

The use of pure tone and speech reception instrumentation and hearing aid evaluation; the results and interpretation in the diagnosis of functional and organic disorders. Lectures, demonstration, observations, and practicum. *Prep. Introduction to Audiology and consent of instructor.*

55.815 Clinical Audiology

The process of identification and evaluation of hearing loss. Differential diagnosis. Tests for conductive, sensorineural, and retrocochlear involvements. A consideration of research findings in the area of hearing aid selection, auditory training, lip reading, and language training for hearing handicapped individuals. *Prep. Introduction to Audiology (see undergraduate Education catalog) and permission of instructor.*

55.816 Test Procedures in Speech and Language Pathology

Procedures in evaluating organic and functional communication disorders using standard and nonstandard speech and language tests in University clinic situations. Demonstration and application of techniques and objective reporting. *Prep. permission of instructor.*

55.817 Advanced Anatomy, Neurology, and Physiology of Speech-Hearing Mechanism

Lectures and demonstrations by medical personnel. Emphasis on the head and neck. Admission by consent of adviser and medical supervisor. For advanced standing students. *Prep. Anatomy, Neurology, and Physiology at Speech and Hearing I; Introduction to Audiology; Pathologies of the Ear and permission of instructor.*

55.818 Pathologies of the Ear

Lectures and observations in the organic and neurological pathologies of the ear; i.e., otitis media, Meniere's disease, and otosclerosis. Consideration of approaches to treatment (medical setting). *Prep. permission of instructor.*

55.819 Clinical Audiometry II

Specialized techniques (Bekesy, FGSR, EEG, group testing, and screening); the results and interpretation in the diagnosis of functional and organic hearing disorders. *Prep. Introduction to Audiology and Audiometry I, lectures, demonstration, observations, and practicum; permission of instructor.*

55.820 Physiological Acoustics

Particular emphasis is placed on the biophysics of the hearing mechanism, especially in terms of actual clinical utility. Comparative anatomy and physiological analysis and dissections will accompany many of the class lectures. *Prep. introductory courses in Speech and Hearing, 55.815 Clinical Audiology, and permission of instructor.*

55.821 Seminar In Audiology

Advanced study of the rationale and development of principles associated with special procedures and methods used in audiology. *Prep. permission of instructor.*

55.822 Seminar in Oro-Facial Anomalies

Course material will be presented via lectures, class discussions, and frequent visits to and participation in several plastic surgery clinics. Guest lecturers in the areas of plastic surgery, genetic counseling, and otolaryngology will be invited to participate in the course. Major content areas will be embryology, etiology, cleft lip and palate, and other syndrome classifications; speech and language considerations; surgical, dental, and otologic considerations; psychological and social considerations; and an analysis of the total team habilitative effort. *Prep. Anatomy and Physiology of the Speech Mechanism and permission of instructor.*

55.823 Psycho-Social Aspects of Communication Disorders

This course is concerned with the psychological and social aspects of organic and nonorganic communication disorders. It will include personality dynamics in aphasia, cleft palate, cerebral palsy, deafness, and other primarily organic disorders, and psychogenically motivated disorders such as stuttering, language, and articulation. *Prep. permission of instructor.*

55.824 Seminar in Speech Pathology

Individual research and/or critical review of the literature in some area of basic science, speech sound learning, language, voice, fluency, or multiple disorders. Class presentations of material and class discussion will be included. *Prep. open to graduate students who have completed the equivalent of two quarters of graduate work in Speech Pathology and who have permission of the instructor.*

55.860 Aphasia Rehabilitation

Emphasis on current attitudes toward therapy and new methods, clinical methods of evaluation which are preparatory to therapy, and observation of therapeutic methods. *Prep. 55.804 Aphasia and permission of instructor.*

55.861 Neuropathology

The intricacies of neurological disease. Application of functional neuroanatomy in comprehending the various disease processes involving the nervous system. Derangements of speech with a neurological basis; an understanding of the disease process in relation to the diagnosis and treatment of patients with neurological diseases: cerebrovascular disease tumors or malformations, Parkinson's disease, multiple sclerosis, and others. Case presentations, neuroanatomy, laboratory experience, and analysis in the hospital environment. *Prep. permission of instructor.*

55.862 Psycho-Acoustics

Particular emphasis will be placed on masking, frequency vs. intensity relationships, evoked response procedures, brief tone and temporal integration, binaural summa-

tion, impedance foundations, and general behavioral responses to sound stimuli. *Prep. Introduction to Speech and Hearing, 55.815 Clinical Audiology, 55.820 Physiological Acoustics, and permission of instructor.*

55.863 Advanced Study In Articulation Disorders

An exploration into advanced theories of normal and abnormal phonological development with emphasis on distinctive feature theory and phoneme theory; direct application of theories to diagnosis and treatment of various phonological disorders. *Prep. undergraduate course in articulation disorders and permission of instructor.*

55.864 Parent Education In Communication Disorders

This course is designed to develop the student's understanding of the role of the parent in the therapeutic process. Content of the course includes various approaches to parent education, including group therapy, client-centered counseling, and filial therapy. *Prep. 55.823 Psycho-Social Aspects of Communication Disorders and permission of instructor.*

55.865 Seminar: Speech Science

Major topics will include the physics of sound generation and modification via the vocal tract, the biophysiology of respiration for phonatory processes, electromyographic techniques and biopotential recording systems, laryngeal and articulatory function, coupling, nasality, and X-ray procedures (head plate analysis). Neural innervation and vascular supply will be considered in conjunction with each muscle discussed. *Prep. course in speech science, 55.817 Advanced Anatomy, and permission of instructor.*

55.866 Hearing Science Seminar

Individual research and/or critical review of the literature in the areas of bone conduction of auditory signals, evoked response and audiometry, impedance and audiometry, cortical processing of auditory input, and other related topics. Students will be responsible for class presentations of researched material. *Prep. permission of instructor.*

55.891 Thesis

A research activity that may be elected by the student in lieu of two courses (8 quarter hours), with the approval and recommendation of the adviser.

55.895 Institute In Speech Pathology and Audiology

(See general institute description on page 122.)

55.898 Workshop In Speech Pathology and Audiology

(See general workshop description on page 123.)

55.899 Directed Study

This experience is provided for the student whose unique academic needs or interests cannot be adequately satisfied in any of the scheduled courses of the Department. *Prep. approval of the Chairperson of the Department and of the Director of the Graduate School of Education. (Approval forms must be submitted during the quarter prior to registration for the Directed Study.)*

*Teaching the Deaf***55.825 Teaching Speech to Deaf Children**

Utilization of vibration, visual aids, kinesthetic and proprioceptive cues, residual hearing and imitation in combination, to elicit intelligible speech from the deaf.

55.826 Teaching Language and Reading to Deaf Children

Modern methods in use, such as the Fitzgerald Key and the Natural Language Approach. Emphasis on how to use language in natural situations through lip reading and writing, with later emphasis on the formal presentation of language principles.

Methods used to develop reading experiences that focus on content rather than mechanics. Development of a balanced reading program that will provide adequate motivation, provision for evaluation, a wide variety of rich materials, and a well-organized sequence of reading experiences.

55.827 Methods and Materials in Deaf Education

Special methodologies in teaching the deaf. A wide view of the field and a comprehensive consideration of methods and materials. Emphasis placed on how to provide concrete experiences and activities, trips, and demonstrations to assist the child in understanding. There will also be demonstrations in the use of visual and auditory aids.

55.828 Aural Rehabilitation

Various speechreading methods, auditory training techniques, and materials. An integrated approach to the treatment of the hearing handicapped.

55.852 Practicum: Teaching of the Deaf (8 quarter hours)

An opportunity for observing and teaching deaf children at various levels, under regular supervision in the Beverly School for the Deaf.

REHABILITATION ADMINISTRATION AND SPECIAL EDUCATION*Rehabilitation Administration***56.950 Introduction to Rehabilitation**

An overview of and orientation to the field of rehabilitation, including its historical development, legislative involvement, psychological implications, and sociological dimensions. Emphasis is placed on coordinating and integrating services as they relate to the field of rehabilitation as a community process.

56.951 Principles of Medical Rehabilitation

The wide spectrum of disabilities that could profit from rehabilitation, including orthopedic, neurological, medical, surgical, and mental disabilities. Basic principles of medical rehabilitation important for the administrator to know will be presented. Psychological aspects of disability will also be discussed.

56.952 Rehabilitation and Social Services

The use of vocational rehabilitation as an effective rehabilitation process in federal, state, and private agencies as supported and encouraged by the most recent social and rehabilitation services legislation. This will include use of the rehabilitation model in programs for the physically handicapped, mentally retarded, emotionally disturbed, aging, welfare populations, youthful offenders, culturally disadvantaged, and

other special community programs. There will be emphasis on the administrative involvement in developing and supporting the diagnostic, evaluative, counseling, and placement procedures used in such rehabilitative programs.

56.953 Organization and Administrative Theory

The body of conceptual knowledge regarding organizational and administrative theory will be examined. Formal and informal organizations, organizations as social systems, status and role concepts, leadership in organizations, power structure, relationships to authority, decision making, and communication in and between organizations. An organizational analysis will be made of all the different types of rehabilitation settings currently in use.

56.956 Community Planning In Rehabilitation

What the administrator needs to know about community planning to plan a program in his area. Basic principles of community planning, community organization, and community dynamics, as well as interdisciplinary relations in rehabilitation. Examples of community planning from different rehabilitation agencies and the referral process among these agencies will be studied.

56.957 Federal-State Relations In Rehabilitation

The complex network of federal-state relations and their implications for rehabilitation. Grant procedures, matching formulas, public relations and VRA directives, state and federal legislation pertinent to rehabilitation.

56.958 Social Welfare and Rehabilitation

Acquainting rehabilitation administrators with the broad field of social welfare. The course will review the historical backgrounds of the relationship between vocational rehabilitation and social welfare and the more recent fast-moving developments in the relationship of these fields.

56.959 Rehabilitation Research

The emphasis in this course will be on administrative research, program evaluation, grantsmanship, etc. In addition, students will have the opportunity to develop a research design on some aspect of rehabilitation administration and carry out the necessary research operations involved.

56.960 Practicum In Rehabilitation Administration

(8 quarter hours)

Students will be assigned to a variety of rehabilitation agencies for their practicum experience. Problem solving relevant to experiences encountered in internship. A seminar will be regularly conducted by a senior faculty member in conjunction with the practicum experience. This seminar will enable students to share their field work experiences and resolve problems in rehabilitation administration which are connected with their field placements. (Students are expected to be available one-half day in the Fall Quarter and two days in the Winter, Spring, and Summer Quarters.)

56.961 Rehabilitation Administration I

An in-depth study of management practices within a rehabilitation organization from a behavioral standpoint. Areas to be covered include need surveys, goal-setting practices, job descriptions, recruitment, staffing, training, professional development, caseload management, program planning, utilization of research, community relations, leadership patterns, performance appraisal, and external relationships. Special cases will be used in classroom exercises.

56.962 Administration of a Sheltered Workshop

Special problems of administering a sheltered workshop, such as community planning, work evaluation, job-training, labor relations, contracting, production, and occupational placement.

56.963 Rehabilitation Administration II

Understanding the fiscal management of the typical rehabilitation setting, including basic rehabilitation agency accounting, planned program budgeting, disbursements, cost-analysis, contracting, taxation, forecasting, and funding. The implication of data processing for fiscal management will be covered in the course. Special problems will be assigned during the course.

56.964 Rehabilitation and the Law

This course is designed to sensitize rehabilitation administrators to the impact of legislative developments upon the field of rehabilitation. Special emphasis will be placed on understanding the legal implications for rehabilitation of the latest Vocational Rehabilitation Administrative Amendments, workmen's compensation laws, eligibility determination criteria, and Social Security Amendments.

56.965 Occupational Placement

A study of the dynamics of moving the rehabilitation client into the world of work within the framework of the specific community structure. Development of facility in use of resource materials in occupational information, job description and analysis, performance appraisal, training, and vocational assessment. The personnel point of view toward the handicapped will be discussed and analyzed, and more effective placement practices will be developed.

56.980 Psychological Problems of Disability

An advanced course in psycho-pathology as it relates to impact of disability on personality. In-depth study of the disabled, from the viewpoint of psychosocial factors, interpersonal relationships, and cognitive versus noncognitive functioning in those with motor and sensory disabilities; problems of dependency and motivation; role of psychosomatic factors.

56.981 Administrative Problems in Rehabilitation

Seminar designed to analyze, in depth, critical issues and selected rehabilitation problems. Operations and systems research as applied to rehabilitation will be highlighted. Students will make use of institute research studies and studies available through Social and Rehabilitation Services, completed research, and demonstration projects.

56.982 Essentials of Case Management and Supervision

The relationship between case management and casework supervision will be explored. Topics covered will be dynamics of the communication process, decision making, conflict, resolution and compliance, management of resources external to the organization, and structural and functional analysis of supervisory process. Management of case load.

56.983 Rehabilitation of the Alcoholic and Drug Dependent

A study of comprehensive factors, including the nature of etiology dynamics involved in alcoholic and drug dependency; techniques for evaluation; rehabilitation administration, planning, and treatment.

56.984 Rehabilitation of the Penal Offender

The rehabilitation of the penal offender will be examined from an eclectic point of view. Psychodynamic elements will be stressed, as well as social factors in the etiology, evaluation, treatment and rehabilitation seminar planning and administration.

56.985 Rehabilitation of the Geriatric

This course will present a comprehensive treatment of the problems, dimensions, and parameters involved in the administration of the various services and facilities for the rehabilitation of the geriatric. Special emphasis will be placed on the rehabilitation philosophy versus disengagement.

56.986 Critical Issues In Rehabilitation Administration

This course will be built around the exploration and in-depth discussion of current issues which are highly problematical to the field. Among these issues are the breadth of the concept of disability, appropriate training sequences for the various rehabilitation disciplines, the resolution of conflict over role overlap among disciplines, appropriate models for service delivery systems, etc. The most current and relevant research will be brought to bear upon these areas, as well as knowledge from the reservoir of experience of instructors, visiting experts, and the student participants themselves. Students will be prepared to cope with these issues as they exist in the profession and in the community. A theoretical orientation frame of reference will be brought to bear upon problems wherever feasible.

56.991 Thesis

A research activity that may be elected by the student in lieu of two electives (8 quarter hours), with the approval and recommendation of the adviser.

56.993 Doctoral Dissertation

Prep. admission to candidacy in the Doctor of Education degree program.

56.995 Institute In Rehabilitation Administration

(See general institute description on page 122.)

56.998 Workshop In Rehabilitation Administration

(See general workshop description on page 123.)

56.999 Directed Study

This experience is provided for the student whose unique academic needs or interests cannot be adequately satisfied in any of the scheduled courses of the Department. *Prep. approval of the Chairperson of the Department and of the Director of the Graduate School of Education. (Approval forms must be submitted during the quarter prior to registration for the Directed Study.)*

Special Education

(For sequence requirements refer to Fields of Study)

56.801 Alternatives for Providing Services for Special Needs Children

A course for those involved in the regular classroom, special education, pupil personnel, and administration. Models will be provided for decision making and program evaluation with reference to appropriate research. The consultative role of

the special educator will be defined and developed. There will be interaction with members of varied and allied disciplines who provide services for special needs children.

56.807 Learning Disabilities

This course surveys behavioral characteristics of children who present specific deficits in perceptual, integrative, or expressive processes which impair learning efficiency. Discussion of diagnostic techniques, curriculum materials, learning style and teaching methods will be combined with observation. Students will be expected to work with a learning disabled individual.

56.808 Current Methodology and Research in Learning Disabilities

This is an advanced course which will develop the following competencies in relation to learning disabled individuals from early childhood through adulthood: use of task analysis and learning style to develop comprehensive individual education plans (refinement of skills developed in 56.807); use of current research to evaluate techniques of intervention (e.g., behavior modification and drug therapy for hyperactive children); use of current research to evaluate assessment techniques (e.g., effectiveness of available tests for learning disabilities); ability to administer, score, and interpret tests useful in identifying learning disabilities; use of prescriptive techniques and materials for learning disabilities. Selection of topics within competency areas will be individualized for students based on previous course work and experience. *Prep. 56.807 Learning Disabilities and 50.815 Research Design in Education*

56.809 Development and Implementation of Programs for Learning Disorders

This advanced course develops required skills for resource room and diagnostic-prescriptive teaching personnel and consultation in the regular classroom. Projects for the course include some of the following: needs assessment for various special needs programs; development of a screening and diagnostic test battery; development of a diagnostic-prescriptive procedure for a specific population; development of in-service programs; development of a plan for educational group management. Projects will be selected by students according to their particular needs. Students in this course should be experienced in working with individuals with special needs. *Prep. 56.807 Learning Disabilities and 56.846-847 Special Needs: Measurement, Methods, Materials.*

56.831 Teaching the Emotionally Disturbed

A study of approaches used to deal with behavioral disorders. Emphasis will be on classroom management techniques, use of consultation, and parent-teacher interaction.

56.832 Group Dynamics

Emphasis on understanding group growth, behavior, and action fundamental to developing solutions to the complex problems of group life. Students will learn to examine their strengths and weaknesses, to make decisions, to become alert to new ideas and actions, to discover the pulse of a group, and analyze reasons for being productive while another group may be nonproductive. The group will examine such areas as sociodrama, sociometric techniques, attitude testing, social action project development, and communication blocks in human relations.

56.833 Mental Health

Study of conditions leading to optimal social adjustment. Consideration of the relationship between the maturation process and mental health, possible predeterminants of maladjustment, and factors which encourage the attainment of emotional maturity. Special emphasis will be paid to the role of the school. Contributions from the fields of psychiatry, psychology, sociology, physiology, and medicine will be synthesized and evaluated.

56.834 Case Conferences on Emotionally Disturbed Children

This course will be conducted as a seminar in connection with the student's practicum. Case presentations by outstanding resource persons will be thoroughly examined and discussed. Students will also be expected to make their case presentations to the seminar. *Prep. 50.807 Abnormal Psychology, 56.831 Teaching the Emotionally Disturbed.*

56.835 Socio- and Psychodynamics of Family Life

A consideration will be given to the internal and external dynamics of family life and the significance of such dynamics to the mental health of the handicapped child. Approaches to working with parents are explored. Emphasis will be on impact of disability on family functioning and integration.

56.837 Seminar: Problems of the Emotionally Disturbed Child

This course will be devoted to an intensive study of the special problems of the emotionally disturbed child. It will provide an opportunity to proceed in depth in areas of special interest to the seminar students. Special attention will be paid to problems presented by the autistic child, the neurotic child, the child with character disorders, the child with psychosomatic disorders, and the multi-handicapped child. *Prep. 56.880-881 Etiology and Development of Deviations in Special Needs Individuals.*

56.838 Development and Implementation of Programs for the Severely Handicapped

Course work will include observation of severely handicapped children in the classroom, demonstration of evaluation and assessment techniques, and development of educational plans for a severely handicapped child. *Prep. 56.840 Psychology of Mental Retardation and Other Handicapping Conditions, 56.846-847 Special Education Methods and Materials Related to Measurement and Evaluation (may be taken concurrently), 56.839 The Severely Handicapped.*

56.839 The Severely Handicapped

A review of handicapping conditions and consideration of the implications of severe multiple handicaps. Students will develop a case study of a severely handicapped person in conjunction with a review of relevant literature. *Prep. either 56.880 Etiology and Development of Deviations in Special Needs Individuals or 56.840 Psychology of Mental Retardation and Other Handicapping Conditions, or permission of the instructor.*

56.840 Psychology of Mental Retardation and Other Handicapping Conditions

A study of the social and emotional adjustment of handicapped children and of the psychological significance of mental, sensory, and motor variations in the adjustive process. The effects of limitations imposed by attitudes of society, the attitude of the

individual toward his handicap, and the effect of the handicap itself are evaluated. Implications for educational programs are analyzed. (This course should be among the first taken in the Special Education sequence.)

56.841 Development and Implementation of Programs for the Moderately Handicapped

Development and implementation of programs for the moderately handicapped will be discussed; classroom observation of moderately handicapped children, demonstration of evaluation and assessment techniques, and development of educational plans for one or more moderately handicapped children will be projects for the course. *Prep. 56.840 Psychology of Mental Retardation and Other Handicapping Conditions, 56.846-847 Special Education Methods and Materials Related to Measurement and Evaluation (may be taken concurrently).*

56.843 Evaluation and Education of the Vocationally Handicapped

Designed to develop fundamental skills in the evaluation and teaching of activities related to the vocational development of disabled individuals. Work sample and other techniques will be used to assess levels of skills. Focus will be on activities such as home management, use of tools, household repairs, basic sewing, essentials of food preparation, and activities of daily living (ADL). Visits will be made to sheltered workshops and vocational adjustment centers.

56.845 Rehabilitation and the Special Education Teacher

This course is designed to develop effective working relationships between rehabilitation professionals and special education teachers. Elementary and secondary school personnel concerned with children with special needs will also find the course pertinent. Consideration will be given to current legislation (Massachusetts Chapter 766) and its implementation, the teacher's role in rehabilitation, and understanding of the total rehabilitation process, and rehabilitation resources available to school personnel.

56.846 Special Needs: Measurement, Methods, and Materials I

Competencies will be developed in observation, recording, and analysis of children's behavior and learning environments including continuous measurement and informal assessment of mild and moderate special needs. Students will master strategies of applied behavior analysis including precision teaching and contingency management.

56.847 Special Needs: Measurement, Methods, and Materials II

Competencies will be developed in formal assessment techniques and in related instructional materials and methods in language arts, mathematics, and perceptual-motor skills. Students will be expected to work with individuals having mild to moderate special needs to develop the skills outlined above. *Prep. 56.807 Learning Disabilities and 56.846 Special Needs: Measurement, Methods and Materials I, or permission of instructor.*

56.848 Early Childhood Learning Problems — Identification and Program Development

Informal and formal screening and assessment procedures suitable for an early childhood population will be evaluated. Students will be required to work with young children in order to acquire experience with screening and assessment techniques.

The resulting information will then be used to develop programs to meet the needs of individual children. *Prep. 56.846 Special Education Methods and Materials or equivalent.*

56.849 Special Education for Gifted Children

Identification, characteristics, and problems of gifted, creative, and talented children and youth. Emphasis on administrative and instructional adjustments needed to provide for this group of exceptional children.

56.850 Field Work and Seminar with Special Needs Children

56.851 Student Teaching and Seminar with Special Needs Children

(4 quarter hours each)

Courses designed to satisfy present Massachusetts requirements for teaching children with special needs.

The courses extend over a full year in a series of experiences as observer, tutor, and teacher. Students must make available approximately 250 hours or two days per week for two quarters for field work, then approximately another 250 hours or four days per week for one quarter for student teaching. Students who are employed and who cannot devote full days to satisfy these requirements must arrange to be available evenings, weekends, and summers. Provision for attendance at biweekly seminars must also be made. Seminars are for the purpose of discussing with other students and professors issues in teaching special needs children, which arise in the field. Outside speakers and programs will be arranged to extend this dialogue.

Students who are certified, have a Letter of Approval, or are eligible for the latter from the Massachusetts State Department of Education as a Special Needs teacher may not be required to student teach. Student teaching in another area of special needs or an appropriate elective course may be substituted with the written approval of the student's academic adviser.

Approval of the academic adviser, in writing, will be required before the student can do field placement or student teaching. Approval, in writing, of the academic adviser will be required prior to obtaining a waiver of student teaching.

All students, regardless of past experience, certifications, or letters of approval, will do approximately 250 hours of field work set up and supervised by the University.

56.853 Field Work and Seminar

56.854 Practicum in Special Education

(4 quarter hours each)

Courses designed to satisfy Department requirements for field experience and extended practicum for SECP or other students who do not need certification. The courses extend over a full year and cover a series of experiences. Students must make available a minimum of two days per week for the first two quarters and five full days per week for the third quarter. Application for field placement is made two quarters prior to that for which field work is planned. Part-time students who are employed will need to make provision for evening, weekend, or summer assignments to satisfy the requirement for field experience, and a full quarter of field work, five days per week. Provision for attendance at seminars must also be made.

56.870 Administration and Supervision of Special Education

Designed for advanced graduate students preparing for administrative or supervisory positions in special education programs. Facilities and curriculum adjustments, staff roles, methods and content for in-service training, and the use of the team approach are studied. Field trips to observe and evaluate programs are required. *Prep. 52.810, 52.811 Leadership in Education I & II.*

56.880-881 Etiology and Development of Deviations in Special Needs Individuals

(8 quarter hours)

The first quarter (56.880) will concentrate on factors which primarily affect deviations in cognitive, motoric, and physical development. Understanding of these factors will be used to discuss multidisciplinary life-management issues relating to Down's Syndrome, cerebral palsy, and other common conditions.

The second quarter (56.881) will concentrate on factors which primarily affect emotional development. Psychobiological, psychodynamic, and learning theory approaches will be discussed and related to problems of life-span management. Community programs will be analyzed in addition to the more traditional intervention techniques.

56.882 Seminar in Mental Retardation

A study of research in the field and its implications for teaching. Intervention strategies will be studied and evaluated.

56.891 Thesis

A research activity that may be elected by the student in lieu of two courses (8 quarter hours), with the approval and recommendation of the adviser.

56.893 Doctoral Dissertation

Prep. admission to candidacy in the Doctor of Education degree program.

56.895 Institute in Special Education

(See general institute description on page 122.)

56.898 Workshop in Special Education

(See general workshop description on page 123.)

56.899 Directed Study

This experience is provided for the student whose unique academic needs or interests cannot be adequately satisfied in any of the scheduled courses of the Department. *Prep. approval of the Chairperson of the Department and of the Director of the Graduate School of Education. (Approval forms must be submitted during the quarter prior to registration for the Directed Study.)*

INSTITUTES

50.895, 51.895, 51.896, 52.895, 53.895, 55.895, 56.895, 56.995

A department may offer a special institute in a specific field of interest from time to time. The institute may be a collaborative one offered by the several departments in the College of Education and will usually include a special institute faculty drawn from resources outside the University, as well as from the College of Education faculty. The institute will focus on a specific area of academic study and may be interdisciplinary in nature; it involves total time commitments on the part of participants in morning, afternoon, and evening sessions five or six days per week for one to eight weeks, depending upon the nature and scope of the institute. Institutes are customarily designed for participants who are currently employed in a common field of work and who are desirous of receiving additional preparation in new methods, new materials, and new content areas. Graduate credit will be granted for successful completion of an institute but may not be applied toward a degree program at the

University without the approval of the department in which the student is doing his major field of specialization degree work. All institute participants must be degree candidates in the Graduate School of Education or must qualify, prior to registration, as special graduate students. *Prep. permission of institute instructor.*

WORKSHOPS

50.898, 51.897, 51.898, 52.898, 53.898, 55.898, 56.898, 56.998

A department may offer a special workshop in a specific field of interest from time to time. Emphasis in the workshop will be focused on development of instructional materials or resolution of practical problems within a single school or institutional setting, or for a group of potential workshop participants who are currently employed in a common field of work. Graduate credit will be granted for successful completion of a workshop but may not be applied toward a degree program at the University without the approval of the department in which the student is doing his major field of specialization degree work. All workshop participants must be degree candidates in the Graduate School of Education or must qualify, prior to registration, as special graduate students. *Prep. permission of workshop instructor.*

INTERDEPARTMENTAL COURSES

93.801 Seminar In Early Childhood Education Theory and Practice

The seminar will provide students with the opportunity to focus on issues not specifically covered in other course work. Consideration will include such topics as: health and nutrition, diagnosis of childhood diseases, classroom organization and management, referral of children with special problems, licensing, financing, and the like. Emphasis on all these topics is relative to early childhood education and settings. Specialists on the various topics will assist in seminar teaching.

93.802-803 Practicum In Early Childhood Education I and II (8 quarter hours)

The early childhood practicum is a supervised teaching experience extending over three consecutive quarters, although students will register for this for only two quarters. To fulfill the requirement, students must meet in practicum seminars for a total of twenty-four times during the placement. Assignment to practicum settings will be made through the Director of Field Placement in association with the practicum adviser. Practicum placements will be made in accord with students' backgrounds, experience, and progress in the program.

DEPARTMENTAL DIRECTORY

	Office	Telephone Number
Bureau of Field Services	118 CU	437-3298
Counselor Education	405 CU	437-3276
Curriculum and Instruction	227 CU	437-3302
Director of Field Placement	96 CA	437-3280
Educational Administration	82 CA	437-3286
Foundations of Education	306 CU	437-3282
Graduate School of Education	118 CU	437-2708
Rehabilitation Administration	6 RB	437-2485
Special Education	6 RB	437-2485
Speech Pathology and Audiology	133 FR	437-2493

UNDERGRADUATE COLLEGES

Offering full-time day curricula on the Cooperative Plan leading to baccalaureate degrees

Boston-Bouvé College	College of Liberal Arts
College of Business Administration	College of Nursing
College of Criminal Justice	College of Pharmacy and Allied Health Professions
College of Education	
College of Engineering	Lincoln College

Offering part-time curricula during late afternoon and evening hours leading to associate and baccalaureate degrees

Lincoln College
University College

index

A

Academic Council, 13
Address of Graduate School
of Education, 1

Administration
Graduate Division, 14
University, 10

Admission
CAGS, 42
Ed.D. Degree, 43
Master's Degree, 38
Nondegree Certification, 42
Assistantships, 32

B

Board of Trustees, 9
Building and Facilities, 19

C

Calendar, 5
Campus Description and
Location, 19
Map, 4

Certificate of Advanced
Graduate Study, 42
(See also Fields of Study)

Class Hours and Credits, 25
Classifications, Academic, 40
Colleges, Undergraduates, 124

Committee of the Graduate
School of Education, 16

Comprehensive Examination, 41
Continuing Education, Center for, 18
Cooperative Plan of Education, 17
Core Requirements, 47
Corporation, 7

Courses, Description of
Counselor Education, 105
Educational Administration, 97
Foundations of Education, 86
Curriculum and Instruction, 90
Rehabilitation Administration
and Special Education, 115
Speech Pathology and
Audiology, 110

Credits, 25, 41
Transfer, 41

D

Departmental Directory, 124
Doctor's Degree, Admission, 43

E

Early Childhood Education, 61

F

Faculty, 33
Faculty Senate, 13
Fees, 29
Fields of Study
Advanced Graduate Study, 76
Teacher Certification, 75
Programs in Professional
Specializations, 46
Doctor of Education, 84
Financial Information, 29
Full-Time Study, 39

G

Grading System, 24
Graduate and Professional
Schools, 17

H

Henderson House, 21
Honor Society, 26

I

Institutes, 122
Interdepartmental Courses, 123

L

Libraries, 19

M

Map of Campus, 4
Marine Science Institute, 21
Master's Degree, Admission, 38

P

Part-Time Study, 39
Programs of Study, 37
(See also Fields of Study)

R

Refunds, 30
Registration, 24
 Dates, 5
Regulations, 23
Research Activities, 18
Residence Requirement, 24

S

Special-Student Status, 40
Student Center, 19
Student Teaching, 75

Suburban Facilities, 21

T

Teacher Certification Program, 75
Traineeships, 32
Transfer Credits, 41
Trustees, 9
Tuition, 29

U

Undergraduate Colleges, 124
University Graduate Council, 14

W

Withdrawals, 25
Workshops, 123

